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ABSTRACT

This manual for literacy tutors focuses on interactional processes between the tutor and adult student (including those with disabilities). Six processes are stressed throughout: (1) getting to know the learner, (2) participatory assessment, (3) learner-directed goal development, (4) gathering and developing teaching resources, (5) implementing the chosen program of study, and (6) program evaluation. The manual contains five sections. Section I examines principles for including citizens with disabilities in literacy projects. Section II discusses assessment practices and suggests ways to actively involve the learner in literacy evaluation. Section III explores curriculum development based on current best practices in adult education. Section IV contains supplemental materials that can be used by tutors and students. Section V contains a bibliography of more than 100 items (many with abstracts or annotations) covering assessment/evaluation, curriculum development, including citizens with disabilities, and program development. A list of additional resources (with emphasis on those in Illinois) is also provided. (DB)

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"Building Methods that Work"

A Curriculum Developmental Manual for Including Citizens with Disabilities in Literacy Programs

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Dedication

This manual is dedicated to tutors across the state of Illinois who so generously share their time and talents to promote the cause of literacy. This unselfish assistance allows fellow citizens opportunities to pursue personal literacy goals and achieve greater community participation and independence. We, the authors, hope this manual will serve as a valuable teaching resource for including citizen with disabilities in literacy projects in every community in Illinois, and in providing meaningful literacy instruction to all literacy program participants.

The authors of this manual would also like to thank and compliment the Office of the Secretary of State, the Illinois Planning Council on Developmental Disabilities, the Department of Mental Health and Developmental Disabilities and the Department of Rehabilitation Services for their joint funding of this project. Through their foresight and leadership, citizens with disabilities across the State of Illinois will enjoy increased opportunities for life long learning toward enhanced independence and choices in home, work, recreation and community participation.

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Using this Manual

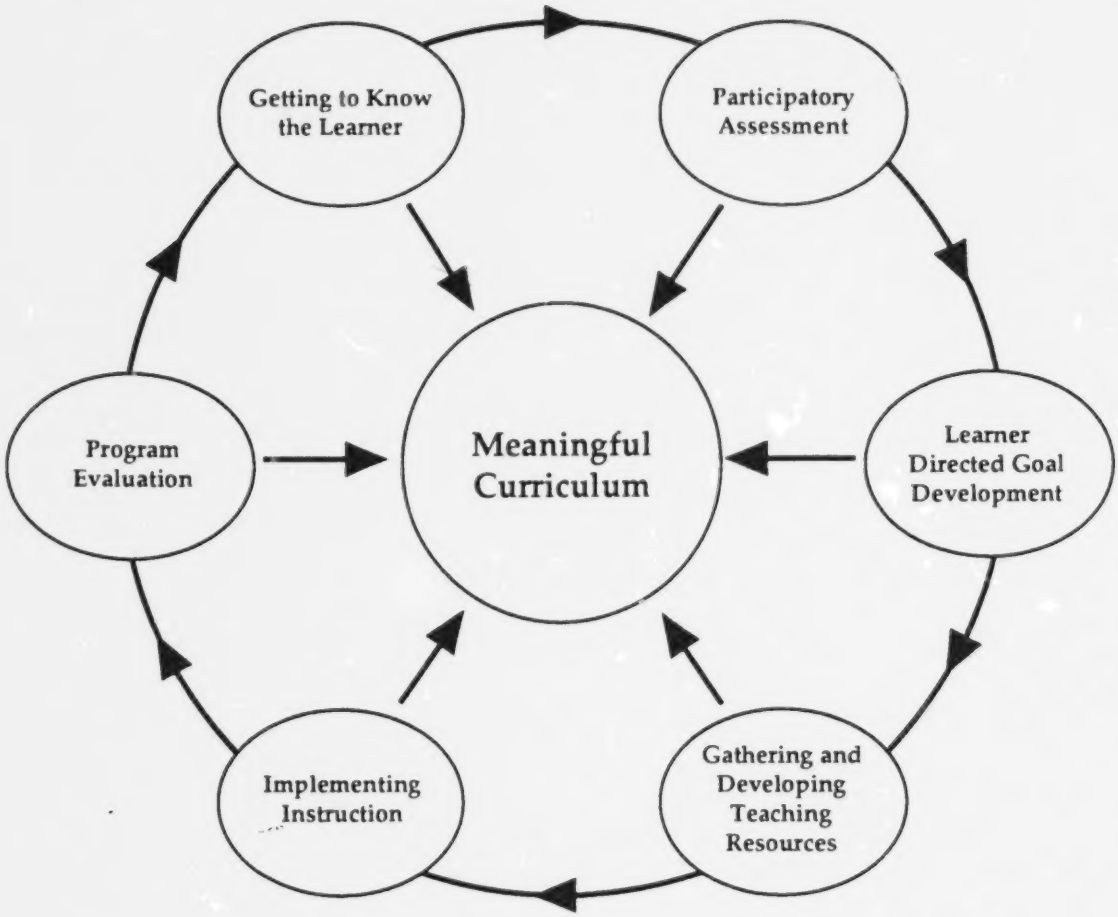
This manual was produced as an instructional resource tool for literacy tutors. It is designed to facilitate the development of meaningful curricular and asses ment processes. It is designed to aid tutors in **building methods that work**. Emphasis is placed on the direct involvement of the adult learner in the establishment of literacy goals; the selection of content, materials and locations for literacy instruction; and the evaluation of progress toward literacy achievements.

The manual discusses processes that are based on dynamic interactions between the tutor and student. The processes build upon one another, with ongoing evaluation of each implied throughout, to form a meaningful, effective program of instruction to meet the needs of the individual literacy student. These interactive processes include (see diagram, page 2):

- getting to know the learner,
- participatory assessment,
- learner directed goal development,
- gathering and developing teaching resources,
- implementing the chosen program of study, and
- program evaluation.

The manual contains five sections. Section I examines principles for including citizens with disabilities in literacy projects. Section II discusses assessment practices and suggests ways to actively involve the learner in literacy evaluation. Section III explcres curriculum development based on current best practices in adult education. Section IV contains supplemental materials that can be used by tutors, and students, in implementing the ideas expressed throughout the manual. Section V contains an annotated bibliography and additional resources that the tutor may want to consult.

This manual is designed with single page entries that may be removed and copied on an on-going basis. The authors encourage the reader to recognize that all "forms" included in this manual are presented only as examples; the processes that are described are most important. Modification or adaptation of these forms to best meet individual learner needs and interests is recommended.



DEVELOPING A MEANINGFUL CURRICULUM

Section I

Literacy, Learners, and Inclusion

Literacy

Imagine, what even one day in your life might look like if you did not enjoy the benefits of "**literacy**".....

Consider waking up knowing that it was early morning, but not being able to determine exactly what time it was because you had never learned to tell time. A job interview later that morning requires that you travel across the city using the public transportation system. You're nervous about getting lost and missing this appointment because you can't read a map, the bus routes, or the street signs. Because this job has potential to be important, your courage takes over and out the door you go, walking to the nearest crowded bus stop. Fabricating a story of having just moved to the city, you ask an older woman what buses will get you to the address you have memorized. Luckily, she is headed in the same direction and offers her assistance. The bus ride is longer than anticipated and your anxiety about being late is mounting. All the while you're thinking, "how will I get through this interview without having to write out an application form on the spot?"

Waiting in the outer office, it seems as if everyone is staring at you. You wonder if your fear of failing this interview is that noticeable? Trying to blend in with everyone else you pick up a magazine, thumbing through it, all the while wondering what it would be like to actually read and enjoy the stories, articles, and advertisements.

The interview goes better than you anticipated and the employer agrees to let you take the application home and mail it back. Is he just being nice? What if he knows that you can't read most of the information on the application form? You're beginning to feel that your secret is written all over your face? Now you are sure that you won't get this job....

The Facts

It is difficult to conceive that more than 55 million people in the United States never completed high school. Even more startling is the staggering estimate of 800 million people globally who are functionally illiterate. In 1976 the U.S. Office of Education concluded that 57 million American adults do not have the skills necessary to perform basic tasks, and of these, an estimated 23 to 27 million lack even the most basic literacy skills needed to adequately function in society (The Chicago Tribune, 1991). Even more incomprehensible is the fact that these staggering figures have been growing steadily each year. These citizens, our neighbors, may live each day of their adult lives not being able to read labels in a grocery store, apply for a job, vote in local and national elections, read their child's report card, follow a recipe, or write a letter to their favorite relative.

How is this possible in a world that places such high value on education? Could it be that under education is alive, well, and flourishing? Incomprehensible, but clearly happening all around us.

Without "literacy" one of our most fundamental rights essential to basic human dignity is compromised. Without "literacy" our ability to participate and fully enjoy the rights, responsibilities, and privileges of citizenship is diminished. Without "literacy" our neighbors, co-workers, relatives, and friends are often perceived as failures; persons who have failed themselves, their families, their communities, their employers. These citizens who share the common experiences of illiteracy may spend much of their energy and creativity trying to hide their perceived failures in a society that demands minimal competencies as a measure of basic status. Crediting their courage and perseverance, many individuals, determined to survive with basic dignity, have become adept at improvising, at adapting, at getting by.

The Vision

It is very clear that illiteracy prevents citizens from fully participating in society, having control over their lives, and exercising choices. It can also become clear, if we allow ourselves to truly see and appreciate people for who they are, that these same

people desire to change their lives, to learn to read, to learn to write, and to learn to value and share their uniquely important voice. Recognizing the need for more intensive national efforts to address the literacy crisis and peoples' inherent desires for literacy, President Bush recently signed The National Literacy Act sponsored by Illinois Senator Paul Simon.

This new law creates a National Institute for Literacy, new state reading resource centers, mandatory literacy services in prison, and calls for more attention to literacy efforts on public television. It also creates more public-private literacy partnerships to expand workplace literacy services. At the writing of this manual, Congress has not yet considered the funding requirements for the act's programs. Sponsors of the bill, the present authors, and literacy workers nationwide are encouraged about funding prospects.

People who desire the experiences of a life with literacy have a vision. Tutors desiring to share their gift of literacy have a vision. The country has a vision. Together, action can create opportunities for citizens to break through the barriers of life without literacy, to become citizens who respect themselves, use their voice, and value their contributions to the community.

Who Is the Adult Learner?

Is it possible to paint a picture of a "typical adult learner"? Much has been written in the literature to discuss, describe and define characteristics of adult learners. Trying here to create a capsule version of the adult learner is a bit like attempting to accurately describe all of the unique qualities of a neighborhood full of people in a large city. Diversity is certainly a central theme, though there are a number of characteristics that adult learners share. Described below, these characteristics are ones that tutors should wisely consider in their support of an adult learner's quest for enhanced literacy.

One of the most important characteristics of an adult learner is related to the experiences, interests, backgrounds, prior knowledge, and values of that person. Adults define themselves by their experiences. Think about how you last introduced yourself to someone new. What you said was probably in large measure based on what

your experiences have been. You might be a parent, friend, spouse, choir member, alumnus, a gourmet cook, computer operator, a sibling, or a volunteer. You may have talents in some areas like balancing the checkbook, running marathons, repairing household appliances, remembering facts, carpooling all the neighborhood children, and being a good listener when your friends and family are in need of support. You may also be less talented in other areas of your life. Perhaps you are all thumbs when it comes to maintaining the car, or you may never seem to succeed in your efforts at comparison shopping, or maybe you bought all the latest high tech planners and calenders but still manage to show up late for appointments. It is through life's experiences that you have developed your own goals and values over the years.

Another characteristic of the adult learner is the motivation that brings the adult to the learning situation. An adult learner's motivation for any new learning experience is as diverse as their previous experiences. Some adult learners seek out new learning experiences for the simple pleasure of accomplishing something new and different. Others may get involved in expanding their knowledge to increase financial and personal successes in the workplace. Still others may come to a learning experience to master a new skill such as driving a car or to move toward achieving more personal independence. Whatever the motivation may be, it is the tutor's challenge to discover the learner's motivation for learning.

The literature on adult learning also focuses on the adult learner as a self-directed person. Adults are probably quite independent as learners and may need only for someone to assist them in developing a new skill, to reinforce their efforts and to provide a measure of coaching or mentoring. What adult learners **do not** need or desire is for someone to take control of their decisions, in effect, to manage their lives. Even learner's who have experienced many of the indignities of life due to illiteracy, and whose self confidence and self esteem may be at an all time low, desire self direction and control over their lives. The tutor's challenge in this situation is to discover the person's strengths, to help build on these successes, and to guide the learner in making decisions throughout the learning experience. Consulting the adult student each step of the way can help develop the learner's control and sense of independence in the learning experience. Tutor/student consultation can also be an excellent barometer for measuring the relevance and benefit of any learning experiences designed along the way. If tutor's find themselves unable to explain to students why they are doing something,

chances are that it may not be worth the effort.

Adult learners also tend to desire immediate applicability of learning to their daily lives and roles in society. Adult learners, proudly carrying home a new purchase for example, may find that three minutes into reading the operating or assembly directions, they discard the carefully prepared instruction manual, and resort to their talents of problem solving. Those who own VCRs, answering machines, or video cameras may know only too well the experiences of anxiety and frustration in wanting immediate gratification from the new prized possession. The concept of immediate applicability or usefulness of new learning is one that tutors will want to keep in mind when beginning to develop a relationship and program of study with a new student.

Prior experiences, learner motivation, independent learning style, and desire for immediate use of learning all play key roles in establishing who the learner is. Quality indicators in adult education suggest that these concepts are valuable to the foundation of a successful student-tutor relationship.

Who is the Adult Learner with Disabilities?

As this manual is written expressly to assist tutors in supporting adult learners with disabilities, a discussion about these learners seems necessary, though somewhat contradictory, as the authors' intent here is to point out learner **commonalities** and invite the reader to recognize and **celebrate differences.**

First and foremost, adult learners with disabilities possess all of the learner characteristics, motivations for learning, preferences about learning, goals, and individualized learning styles that the literature uses to describe adult learners in general. Gaining some understanding of the challenges that persons with disabilities experience is an important part of getting to know this learner. In part, this requires an examination of social policy and societal actions. It is critical to talk about labels, exclusion, and segregation in order to begin to understand how society has created and perpetuated a segregated and separate view. Creating a vision for the future of literacy services, and beginning to identify today's action toward that vision requires a look at the past.

Attitudes of the Past

Historically, social policy in this country toward persons with disabilities is the origin of exclusion. Sometime in the mid 1800's, residential separate schools and institutions were created, albeit with noble intentions and optimism for success. It was intended that at these facilities, persons with disabilities would receive the "training" deemed necessary to later succeed as contributing members of society. However, over the next twenty to thirty years, these "schools" failed to produce their stated goals because very few individuals left the institution to return to their family homes, or to make homes for themselves in the community. The sense of optimism which built these schools was replaced with a sense of charity and pity for their inhabitants. People with disabilities were considered to require shelter and protection from the stress and burdens of society. The seeds of segregation took hold firmly from the very beginning.

Scientific developments in the early 1900's such as intelligence testing; eugenics, society's quest for a perfect race; and research in the area of family histories drastically changed society's charitable attitude toward persons with disabilities to one of strong resentment. Scientific desire for a perfect race, scientific conclusions linking heredity and low intelligence, and the development of scientific tools to screen out those people deemed imperfect or defective gave rise to yet another wave of discrimination. People with disabilities were now looked upon as menaces to society. It was not until the 1950's that society began to question and challenge these perceptions.

Societal logic in separateness is easy to trace. First, the institution was created as a small, local training school to prepare youngsters for self sufficiency. Then, when this logic failed, the institution became a place of charitable refuge from society. Finally, this failed logic gave way to the institution as a place of confinement, a place to keep those who were determined unfit to uphold the integrity of society. Unable to "cure", society effectively, over time, placed blame on the person without ever critically evaluating the system.

There are some common threads that contributed to this historical outcome, some of which society is yet to be free. Segregation was justified by society in each era. Labelling and congregating people by "type" became standard operating procedure for placement once a person was removed from the community. The assumption that the

institution and its service effectively addressed people's needs led to the conclusion that there was a single or total solution to issues of disability. This segregation severed relationships, and erased natural community and family supports. Finally, these periods in history hold in common a strong reliance on, and dominance by, professionals. Physicians, testers, researchers, and social workers made all the decisions about a person's life. Politicians looked to these professionals for their "platforms" regarding disability issues. Families, caretakers, and persons with disabilities were stripped of their voice, and rendered powerless. Charles Galloway, in a paper entitled "The Roots of Exclusion" (1980) very eloquently summarized this piece of history with these thoughts:

WHY DID ALL OF THIS HAPPEN?

Father, how could we have done those things to them?

The first step my son, was to learn to say "us" and "them".
After that, it was easy!

New Ways of Thinking

Labels including "persons with disabilities" can and do enforce separateness, and stereotypically group people together as mirror images of each other, when in reality, these persons, viewed as individuals, are very different from one another.

Galloway goes on to state that if we do believe that persons with disabilities are in fact very different form one another, we begin to recognize that adults with disabilities share virtually all other features of humanity at large. Some people are gentle, some are not; some people are lovable, some are not; some people have the gift of humor, some do not; some people will choose to vote, some will not; some people learn quickly, some do not; some people commit crimes, most do not. This list could continue for as long as it takes one to accept the notion that those similarities and common features shared by all far exceed any that have been used to distinguish people with disabilities from other people.

Is it possible then to adopt some assumptions about adult learners in general which include rather than exclude citizens with disabilities? Galloway invites us to consider the following assumptions: (1) that all persons, regardless of any assigned label or level of disability, are capable of continuous development and learning, and (2) that the assurance of development requires from society more resources for some people that it requires for others.

Do these assumptions begin to preclude "grouping" and "stereotyping"? If people who have disabilities are viewed in Galloway's words as "**developing citizens**", it's then possible to begin to see the similarities in all people, while celebrating, at the same time, those differences that make all of humanity unique.

Consider then a new common language in literacy services, one that regards all adults who have an interest in enhanced literacy as developing citizens capable of lifelong learning. Equipped with new language and an understanding of the many characteristics of adult learners, literacy organizations can begin to build services and supports that include all learners with an expressed interest in improved literacy.

A Common Purpose

By its very nature as a community effort, the literacy movement has the opportunity to foster inclusive communities and supports. Central to its design is a belief that variables that have inhibited a person's development can be overcome. Joseph Fassell of Toronto East End Literacy, in a discussion of the purpose of literacy services, stated that "the philosophy of a community based literacy program, if we can speak of our common purpose as a 'philosophy', is to provide a welcoming and supportive program where adult learners can apply themselves, at their own pace, to the work of improving reading, writing and communication skills" (Fassell, 1990).

In literacy programs, citizens come together of their own choosing with a desire to share their gifts and talents with their neighbors. As members of a community based literacy program, these citizens make a personal commitment to begin a relationship with another person, a relationship that can naturally develop, a relationship that can be of benefit to both student and tutor, a relationship that is based on "care, consent and

citizenship" and not payment (John McKnight, 1991).

What better opportunity to begin welcoming those people who have been excluded, labelled, and segregated back into community. What better means, than through voluntary commitment, to build a learning experience and relationship with persons who, outside of family, may know only people who are paid to be in their life. Although the authors recognize "literacy" does not in itself create integration, literacy can most definitely be an important beginning.

Community based literacy organizations all over Illinois, the United States, and North America have begun to open their doors to local citizens with disabilities. The authors believe that this is possible because the people who are members of these organizations value inclusion. This section of the manual is therefore devoted to a look at the essence of inclusion and to the attitudes and values that naturally foster support and facilitate integration. (Note: Throughout this manual the words integration and inclusion are used interchangeably).

What is Inclusion?

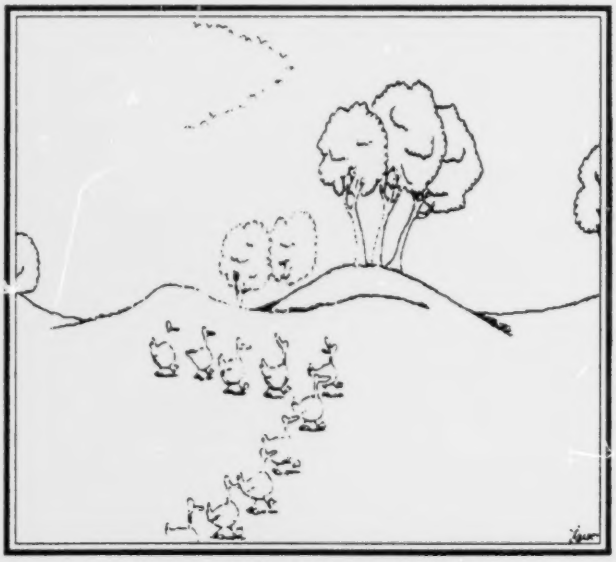
Various words are used throughout the literature to describe inclusion, but it is only when one makes inclusion a "way of life" that these words have true meaning as the essence, or outcomes of inclusion. Being included is about such things as community, sharing, choices, membership, diversity, participation, and cooperation. Being included is also about family and friends, hospitality, contributions, human rights, acceptance, feeling welcome, relationships, and belonging.

When inclusion is a way of life, each of these words and hundreds more are central to life's daily experiences, those same experiences described earlier in this manual as the one's adults use to define themselves. When inclusion is a way of life, leaving out the various people who contribute to and enrich a description of life's experiences is impossible. When inclusion is a way of life, it becomes natural to conclude that **people are who they are, what they are, and involved in what they do because of the people in their life.** Could it be there's something to the old adage, "it's not what you know, but who you know"? When inclusion is a way of life, people, teams, organizations, and

communities travel a different road than the one marked with labels, categories, and segregation. Their journey, as Frost so eloquently described, is on "the road less travelled by" and "the one that has made all the difference".

Building Inclusive Literacy Services

Literacy organizations that choose the road of inclusion commit, first and foremost, to the belief that **everyone can learn.** Valuing this belief, literacy programs accept and embrace the challenges that come with inclusion, with a new way of thinking. Literacy programs that choose the road of inclusion understand that the road is one without step by step instructions, without a perfect curriculum series, without quick fix solutions, without a magic set of tests to administer, without one teaching technology. These same literacy programs celebrate the fact that the road is not paved with "the stuff of which professionals are made". This leaves the path open to personal creativity, to cooperation and collaboration, to innovation.



"Say . . . Look what THEY'RE doing."

© Gary Larson The Far Side Gallery 1984

Literacy programs that choose the road of inclusion accept that some people do have real handicaps, handicaps for which society has attached a myriad of labels. Recognizing that problems do exist, these same programs view them as opportunities for people to create solutions together, rather than insurmountable barriers to positive change. Having made a commitment to support persons with disabilities, these literacy services view adaptation and individualized curriculum development as necessary, and creative solutions to the challenges of inclusion.

Trusting that people were meant to complement each other, that together their knowledge, intuition and cooperation can build methods that work, these literacy programs are prepared to deal with the resistance, attitudinal barriers, and fears that come with a new way of thinking; with change. These programs value bringing people together to roll up their sleeves, to discuss, brainstorm, confront issues and create answers to tough questions. Real questions and real issues expressed to the authors in their discussions with many literacy workers are highlighted below. Literacy programs that choose the path of inclusion view these issues as opportunities for growth, not excuses for exclusion.

Questions and Issues about Inclusion

How can our programs accommodate the individual learning styles and needs of adult learners with disabilities?

How do we deal with resistance from the community at large, from other learners?

Can we include everyone? What do we do when large numbers of persons with identified disabilities request services?

What are the appropriate learner-tutor ratios to insure that programs are inclusive?

Where do we get instructional materials that don't demean and imply that adults with developmental disabilities are like children?

What if program locations are not physically accessible?

Are there losses of benefit to others in the program, when we include citizens with disabilities?

How can tutors be better prepared to provide support to learners with disabilities? Every tutor may not be best suited to work with someone with a disability, What about tutor-student matching?

Can learners with disabilities accrue benefit within the time frames of our programs?

How can assessment practices be more meaningful to tutor and student?

Recognizing our limitations as individuals, where else can we go for support?

What organizations in the community can we develop a relationship with on behalf of citizens with disabilities?

Are we including people with disabilities as tutors, as staff, as advisory board members?

Closing Thoughts

It's quite possible that questions like those presented above may always be encountered on the road of inclusion. Welcome the challenge, experience problems as opportunities! It is also likely that literacy programs that choose this new way of thinking will pioneer workable answers and creative solutions to these and similar issues, setting positive community examples of inclusion for others along the way.

"Is integration a good idea? is a silly question..... It's a bit like asking whether Tuesday is a good idea. We've all had good Tuesday's and bad Tuesday's. It all depends on what we make of Tuesday or any other day of the week. So it is with integration." (Taylor, et. al. 1989).

Section II

Getting to Know the Learner

Getting to Know the Learner

© Gary Larson, The Far Side Gallery, 1984

One of the most important characteristics of an adult learner is related to the experiences, interests, background, prior knowledge and values of that person. Because each individual requesting literacy assistance is a unique individual, getting to know the learner can, at times, be a formidable task. In determining who the learner is, what literacy skills the learner already possesses, where to begin literacy instruction, and how and what to teach, a variety of assessment strategies can be employed. This section focuses on ways to strengthen assessment practices in order to best address the literacy goals the learner brings to the literacy program.

Why Assess?

Everyone involved in the literacy effort wants to know what is working and what isn't. The adult learner comes to a literacy program with certain objectives in mind, even if they are not initially expressed. Certainly, they will need some indicators that show them they are approaching their literacy goals. The literacy tutor wants information that demonstrates they are effectively teaching to the goals of the literacy student. The program administration requires information that not only demonstrates individual learner progress, but also validates the literacy project as a whole. The state looks to each literacy program for data that show the money put forth for literacy instruction is worth the amounts allocated. For these and other reasons, including the impact on a person's ability to function in their community, on the job or to gain employment; reduction in the number of public aid recipients; impact on parenting roles; etc., assessment provides a way of documenting the effectiveness of literacy efforts. Additionally, assessment strategies provide a basis for changing the emphasis of instruction and for determining if materials being used are beneficial or not.

Assessment information is useful to:

* **learners in determining their own progress toward participation goals;**
* **tutors/teachers in planning instruction;**
* **program managers and staff in evaluating the tutors' instructional impact on learners; and**
* **program funders in ascertaining a degree of program accountability and success.**

Lytle and Wolfe, 1989

What is Assessment?

Assessment in the area of literacy instruction is the use of formal and informal measures to evaluate its value, character and effectiveness. Assessment can be used to evaluate strengths and accomplishments of a literacy program and/or it can be used to evaluate the performance and growth of an individual participant. Most often, assessment involves a combination of tools, materials and measures that attempt to validate both the literacy program as a whole and individual learner gains.

Learner assessment is described as "a process of collecting and analyzing data provided by learners in order to make judgements about literacy accomplishments of individuals or groups" (Lytle and Wolfe, 1989). Learner assessments, as well as program development and program evaluation, are shaped by the views held by program staff and learners. Literacy programs choosing the road of inclusion can validate and strengthen their current assessment practices by exploring and implementing consumer driven assessment strategies. For the purposes of this manual, assessment will focus on the accomplishments of individual literacy participants, particularly learners with disabilities, and how such assessment practices effect the literacy program as a whole.

Types of Assessment

Literature in adult education identifies four types of assessment strategies currently used in literacy efforts nationwide. This section looks at each type of assessment strategy and the relationship of these stretegies to literacy programs in Illinois and the effectiveness of these strategies in assessing literacy students with disabilities.

The most widely used assessment strategy in Illinois is **standardized assessment**. All literacy programs funded by the Office of the Secretary of State have been required to use the Slosson Oral Reading Test (S.O.R.T.) as a means of reporting program accomplishments to the State. Starting in the Fall of 1991, all programs will be required to administer the Tests of Adult Basic Education (T.A.B.E.). Regardless of what standardized strategy is required, research suggests that learners with disabilities will, most likely, fair poorly on these standardized measures. Additionally, progress made through literacy instruction will not be adequately reflected through these measures. In fact, some students with disabilities may show a drop in standardized test scores after a year of tutoring. As a result, both tutor and student may become frustrated with what they see as lack of accomplishment, although both are aware that literacy gains are being made. Additionally, program administrators may be reluctant to continue to provide literacy instruction to students who do not show gains on standardized tests because these scores reflect on the overall program accomplishments they must report to the State.

Other factors that make standardized testing less than desirable include norm referencing of the tests; grade level equivalency; and literacy viewed only as reading, writing and math skills rather than the of usage of literacy skills. Norm referencing simply means that each person's score on a particular test is compared to the scores of all other people who took the same test. It gives virtually no information about where to target literacy instruction. In fact, the lower a person scores on a standardized measure, the less information that is gained on the types of approaches, materials and methods of instruction that are needed for the learner to acheive their goals (Sticht, 1990).

Even more demeaning to a person with disabilities is the grade level equivalency given to standardized results. When a person scores a 0.0 it doesn't mean they have or

use no literacy skills. Additionally, when a person scores a 3.2, it doesn't mean they possess the literacy skills of a third grader. Adults coming to literacy programs and scoring poorly, bring with them multiple experiences and adaptive strategies that are definitely literacy based. To provide instruction for adults at a third grade level, using third grade strategies and third grade materials is not only offensive, but will prove utterly ineffective in helping an individual reach his or her literacy goals.

Lastly, adults with disabilities use literacy skills every day of their lives. If literacy is viewed only as isolated skills in reading, writing and math, and not as literacy in action, the learner, tutor and program management will be frustrated and feel the program isn't working. In turn, people with disabilities seeking literacy assistance will be discouraged from program participation.

Although standardized testing does provide a quick and cost effective way to get a broad picture of what kind of students are participating in the literacy program, supplemental assessment strategies must be implemented if we want to protect against the discrimination of persons with disabilities participating in the State of Illinois Literacy efforts (Perske, 1980).

A second type of assessment strategy used in programs in Illinois is **materials-based assessment**. The most popular materials-based assessment strategy utilized is the Laubach series. Literacy participants are taken through a series of books based on grade-levels with check-up tests at the end of each chapter and book series. When a pre-determined level of mastery is achieved, the learner graduates to the next material. As with standardized testing, materials-based assessment presents many disadvantages to adult participants with disabilities, primarily because this approach is a standardized measure in itself. Most particularly, materials-based assessment looks at literacy as isolated reading skills instead of reading usage. As a result, participants can have very little impact in directing the focus of their literacy instruction. Instead, they are caught in a "closed system" where all instruction is pre-determined regardless of the personal goals these individuals bring to the literacy arena. Additionally, participants with disabilities may progress through the material very slowly or hit a wall because of the abstract nature of the progressive requirements. Without seeing immediate results, it has been reported that many of these individuals simply drop from the program.

Materials-based assessment appears to be popular because it is commercially pro-

duced and readily available. With program time constraints for training tutors, coupled with tutor turn-over, it is a convenient way to supply tutors with an immediate direction for instruction. Unfortunately, too heavy of reliance on a materials-based approach will promote the exclusion of adults with disabilities in accessing literacy instruction.

Competency-based assessment has and is proving to be a more effective means for facilitating inclusion and success for persons with disabilities in literacy instruction. A competency-based approach has been used with individuals with disabilities in public school programs in Illinois for more than ten years. Based on the domain strategy and ecological inventory process (see section III), individuals with disabilities are assessed in natural environments where critical reading, writing, math, language, physical and social skills are demanded. Recently, this approach has found its way into literacy instruction. One of the most noted competency-based literacy efforts has been developed at San Diego Community College (Rickard, 1988).

Competency-based assessment is referenced to specific real life tasks such as shopping in a supermarket or using a local bank. Learners and tutors develop literacy objectives based on skills needed to appropriately access and use a particular environment. The demands of these objectives will vary from student to student based on the student's needs and present level of participation. Various literacy instructional strategies are possible using this kind of approach because of the wide range of options available. Additionally, competency-based assessment uses real life skills demanded in real life environments. Therefore, instead of defining literacy as reading skills as in standardized approaches, competency-based assessment looks at literacy as usage. Literacy students with disabilities have been tested with standardized strategies and have utilized commercially available materials throughout their public school career without apparent success. Competency-based assessment provides an opportunity to practice and use literacy skills in environments important to them. Additionally, the demands and difficulty of literacy instruction can progress as the student progresses in comfort and use of literacy skills.

The biggest drawbacks of competency based assessment are their limited commercial availability and the notion that literacy accomplishments cannot be evaluated in mass. However, once an ecological inventory is completed in a specific environment, it is available for all to use. The immediacy of feedback regarding the training and progress made by individual students is well worth the time it takes to conduct an

inventory. Performance in specified environments opens a barrage of teaching possibilities. Reducing the frustration of learner and tutor alike, competency-based assessment and instruction can help increase the retention rate of students with disabilities and give program managers information with which to supplement standardized measures in order to demonstrate program effectiveness in meeting individual student needs.

The final area of assessment identified in adult literacy literature is **participatory assessment** (Lytle, et. al., 1989). Participatory assessment puts the learner in the forefront of literacy instruction. It recognizes the learner as a person who brings various experiences, backgrounds, characteristics and aspirations to literacy instruction. Participatory assessment reflects the community and culture of the literacy participant and recognizes that literacy has different meanings to different persons. It encourages both learner and tutor to actively participate in the design and focus of literacy instruction. It also encourages both tutor and learner to develop tools and strategies that will formalize the assessment process.

Participatory assessment strategies encourage participant choice over what is assessed. Under this strategy assessment and instruction work hand in hand. In fact, assessment becomes an integral part of curriculum development, focusing on the learners strengths and abilities rather than deficit areas. For example, a learner wants to be able to purchase needed items at a local supermarket. The tutor, after conducting an ecological inventory (see section III), goes with the learner to the supermarket and assesses the learner's current level of functioning. Together, the learner and tutor determine critical skills to target for instruction, in addition to materials, strategies, and assessment measures to use to address the targeted skills. A participatory assessment strategy encourages the learner to develop an understanding of how the literacy practices being assessed in the instructional program relate to literacy skill usage in daily life.

A formalized approach of participatory assessment has not been observed in literacy programs in Illinois, although some pieces of this strategy have been observed. The reader is referred to the annotated bibliography section of the manual for information about programs that have developed formalized participatory assessment practices.

The chart below gives an overview of the four types of assessment strategies and features of each. This chart was published in the 1989 ERIC Clearinghouse on Adult, Career, & Vocational Education manual entitled "Adult literacy education: program evaluation and learner assessment." The reader is encouraged to consult this publication for further information and additional resources on assessment strategies.

APPROACHES TO LEARNER ASSESSMENT

TYPE		FEATURE
I.	Standardized Testing	* Norm-Referenced * Literacy as reading skills * Grade equivalent scores * Administrative usability * Cost-effective * Independent of curriculum
II.	Materials-based	* Commercially available * Related to progress in predetermined materials * Literacy as reading skills * Systems management model
III.	Competency-based	* Specific real-life tasks * Predetermined standard of performance * Competence in defined areas * Continuum of difficulty * Administrated frequently for feed back and advancement * Broad range of strategies possible
IV.	Participatory	* Processes and products * Literacy as practices and critical reflection * Ranges of texts, tasks, and contexts * Active role of learners * Co-investigation

1989 Eric Clearinghouse on Adult, Career & Vocational Education. "Adult literacy education: program evaluation and learner assessment." The Ohio State University.

Both competency-based and participatory assessment strategies offer a wide range of data gathering possibilities. The collection of and results of analyzing this data will help tutors and programs in formalizing the use of these consumer driven processes. Presented on the following pages are ways to supplement current assessment practices with these additional strategies. These strategies are based on the principles of participation by individual learners in the focus and design of assessment methods utilized for their individual program of study. Ideas are also presented on how to use these strategies to support and validate a literacy project's efforts. Because competency-based assessment and participatory assessment strategies become such an integral part of instruction and curriculum development, the reader is referred to other sections of the manual for additional ideas that complement and support these strategies.

Student Portfolio

An important addition to an evaluation strategy for learners with disabilities participating in adult literacy is a student portfolio. This is a collection of the student's work, as well as samples of materials used during instruction and adaptive strategies implemented. Competency-based and participatory assessment information should be included in the portfolio. This information might include: samples of reading and writing demonstrations; performance evaluations in selected community environments; samples of personal materials the learner has targeted for literacy instruction; pencil and paper surveys; responses to interviews; life space analyses; interest inventories; objective sheets and progress toward meeting goals; commercial materials used to supplement naturally occurring materials; and materials from the workplace.

The design of and the materials to be included in the portfolio should be a joint venture between learners and tutors. Students should be responsible for maintaining the portfolio and, with facilitation by the tutor, evaluating the materials included.

The result of using a student portfolio will show the specific progress the literacy student has made as a result of his or her involvement in the program. The portfolio can also act as a teaching tool. Tutors may encourage the learners to select samples of work they find satisfying and samples of work they don't particularly like. Including both types of samples will aid the learners in their abilities to self evaluate (Wolf, 1989). Tutors can gain new and expanded views of their accomplishments in the literacy process as well. Additionally, sample portfolio information can be used as support documentation, validating the literacy program's ability to address the literacy needs of students who show little or no gains on state-required standardized measures.

Section III of this manual, Building a Meaningful Curriculum, will offer more specific methods for obtaining consumer driven portfolio information. The reader is encouraged to practice these approaches.

Student Profile

Literacy programs throughout Illinois are using some type of student profile process. Typically, information contained in the student profile is focused on the program's entry application and includes basic student demographic information, disability label or labels (if any), educational history, work history, and program required standardized test scores. Some times writing samples, interview information and referral information are also included. Unfortunately, this type of information profiling may yield little insight about the literacy skills, resources and accomplishments the learner with disabilities brings to the literacy arena.

In order to strengthen and make better use of student profile information, the following assessment/program additions are recommended.

* a profile and mutual understanding of the learners current lifestyle and experience;
* a profile and mutual understanding of how the learner uses literacy in their daily life currently;
* a profile and mutual understanding of how the learner wants to and will need to use literacy skills in the future;
* a profile and mutual understanding of how the learner currently performs and what strategies the learner uses to succeed and problem solve;
* a plan and goals for what the learner believes is most important to focus upon in their literacy education program.

Getting information for the student profile is an ongoing process. A good place to start is with an interview. In addition to requesting information about the student, tutors should be willing to share information about themselves. While developing a personal rapport with the tutor, the learner will be more likely to provide much more personal information about their current literacy abilities and what they want to get out of literacy instruction. This information can be documented over several tutoring sessions.

Tutor and student can work together to develop checklists that include literacy skills to be targeted for instruction and literacy skills already mastered. These checklists, as well as writing samples that involve materials the learner frequently uses, can be included. Any adaptive strategies that provide more independence and power for the learner to compete in the home, workplace, and local community environments should be described, utilized and, when possible, expanded.

Life-space Analysis

Life-space analysis is a process that will allow the tutor to demonstrate to his or her student that the student not only possesses but uses many literacy skills throughout each day of their life. Besides demonstrating the various literacy skills the learner brings to the tutoring session, it also provides a solid framework for targeting critical areas for literacy instruction.

A lifespace analysis can be conducted using a single day as a reference point. Either through an interview approach or with the learner writing responses, the tutor can facilitate the breaking down of a learner's typical day into activities in which the learner is involved. From waking up in the morning, to taking a shower, eating breakfast, leaving for work, riding the bus, working, eating lunch, stopping at the store, calling a friend, watching T.V., etc., activities in which the learner engages can be listed in a column on a single sheet of paper. Additionally, literacy skills involved in each of the activities can be delineated, such as reading the alarm clock, turning on the hot water, differentiating between shampoo and conditioner, picking a breakfast cereal, finding the bus stop, following work directions, buying selected items at the store, looking up a number in the phone book, selecting a T.V. program of choice, etc. It is also recommended that the tutor facilitate the learner's self evaluation of their level of independence in each of these activities. Was the activity performed independently or with assistance? What kind of assistance was needed? How frequently is the activity performed or demanded?

Life space analyses can be as thorough as the student/tutor want to get and can be conducted over a period of several sessions. Life-space analyses should be included in the student portfolio. The chart on the following page gives some sample questions that may be adapted when conducting a personal lifespace analysis. The reader is referred to the supplemental materials section of the manual for a sample format and example of a personal lifespace analysis.

Sample questions for a Personal Life Space Analysis Inventory

1. What does a typical day in my life look like?
2. In what ways do I already practice and use my literacy skills? (refer to domain strategy section of this manual to include functions and uses in community, domestic, recreation/leisure and vocational domains)
3. How often do I engage in these activities?
4. In which of these activities am I independent? What do I feel successful about? What are my current accomplishments?
5. In which of these activities do I require some kind of help? What kind of help do I feel like I need?

Interest Inventory

An interest inventory is exactly what the name implies. It's about finding out what specific interests and activities the learner enjoys. Part of each tutoring session can be devoted to these interests and the literacy skills required for independent participation. An interview format is one way to conduct an interest inventory. Sometimes simply asking the question will give the tutor the information desired. Sadly, many adults with disabilities have never been asked what they enjoy, nor have they been given choice in the recreation and leisure activities in which they have been required to participate. For these and other students, more probing may be necessary to identify what the learners specific interests may be.

It may take time to discover what a person's true interests are, especially adults whose personal interests have not seemed to matter in their lives. The tutor may also need to develop a keen sense of observation if valid interest information is going to be obtained. Observing things your learner talks about, special items carried, shirts with special logos, or interesting kinds of jewelry worn, might add more insight to the special interests of your literacy student. Sharing your own interests as you are getting to know the learner helps establish a two way relationship that can yield many advantages. Interests sharing offer the additional advantage of giving the student and tutor conversation material before and after class and during breaks. Much can be gained from informal conversation.

Motivation plays a key role in literacy instruction. Instead of arbitrarily selecting materials and instructional content, involving the learner in choosing subject matter of personal interest will yield many positive benefits. The learner will be more likely to participate in using materials that are relevant to them. For example, when instructing in a local library, interest inventory information will help the tutor direct the learner to library materials and library departments that compliment the learner's interests. It will also lend itself for assessment and instruction in other natural community environments where these activities of interest occur. Sample interest inventory information should be included in the student portfolio.

Final Note

All of the strategies discussed on the previous pages offer the tutor additional information to find out who the learner truly is. Remember, for many learners it may take many tutoring sessions to compile information that will help focus the tutoring process. The time will be well spent, for if the learning is student directed, desired outcomes will be more readily achieved.

General Considerations for Assessment

Best practices would indicate that the following components be included in a functional approach to learner assessment and program development.

1. **Assessment must be based on a clear understanding and incorporation of the concepts of adult learners and learning.**

2. **The learner has to be integrally involved in designing and completing of the assessment process.**

3. **Assessment processes and subsequent teaching should be compatible (i.e. it should be difficult to identify where one process starts and stops).**

4. **Assessment and program development must focus and build upon the learner's present skills, resources and accomplishments rather than deficits.**

Section III

Building A Meaningful Curriculum

Curriculum Development

© Gary Larson, The Far Side Gallery, 1984

Developing an appropriate program of instruction for the adult learner can seem like an overwhelming task for the tutor, especially for the adult learner who has a disability. In order to build methods that work it is important to get to know the unique learning styles of the learner, in addition to developing adaptive methods and materials that most effectively meet the needs of the learner.

The following section of this manual presents various tools and instructional strategies designed to assist the tutor in developing a program of instruction with the literacy student. These strategies were developed by educators in the field of special education to assure that the curriculum being utilized is based on functional, real life skills and that the instructional program addresses the specific needs and interests of their students. These strategies are based on basic educational practices and are relevant to the instruction of learners, both with and without disabilities. An assumption is made that the tutor and the student enrolled in literacy instruction will jointly develop specific goals and objectives based on these educational strategies.

The Domain Strategy

The domain strategy is a system for classifying naturally occurring activities within a person's life. The activities are person specific, yet can occur in any individual's life space. The system is not specific to persons with disabilities, but rather is concerned with activities that are typically utilized by a wide range of people in the local environment. This system can be used to classify activities for any individual in any environment.

The domain strategy was developed by teachers and educators working with children, youth, and adults with severe disabilities, including mental retardation. The system is used successfully to determine functional, age-appropriate, and community-referenced skills that need to be included in the curriculum to best meet the wide range of needs and interests of the students. The system enables teachers to become aware of the relevant, meaningful skills needed to access and to be successful in community environments. The system also enables teachers to utilize these skills as a basis for instruction in the classroom and in the community-at-large.

The domain strategy is based on a holistic approach to education. Traditionally, educators have been educated in a specific discipline and provide services to their students within the boundaries of that discipline. For instance, a science teacher is most concerned with the scientific principles of a specific lesson and is perhaps not as involved with the social implications the lesson has for individual students or if the students strictly adhere to the tenets of English grammar. Also, a physical therapist (or other related service professional) is more concerned with the therapeutic outcomes of a specific technique than the use of the therapy to reach a more meaningful goal, i.e. using extended range of motion to access the cashier in the grocery store (see Figure 1). The domain strategy recognizes the expertise of professionals in all of the various disciplines, however the individual receiving the educational services and the outcomes of receiving these services is the central focus. Within the domain strategy the student is regarded as a complete individual with educational needs in many different life space areas or domains (see Life Space Analysis in Section II). The domain strategy breaks down an individuals life space in to four domains: vocational, recreation/ leisure, domestic, and community (see Figure 2). Any activity in which an individual may engage can be plotted into one of the domain areas.

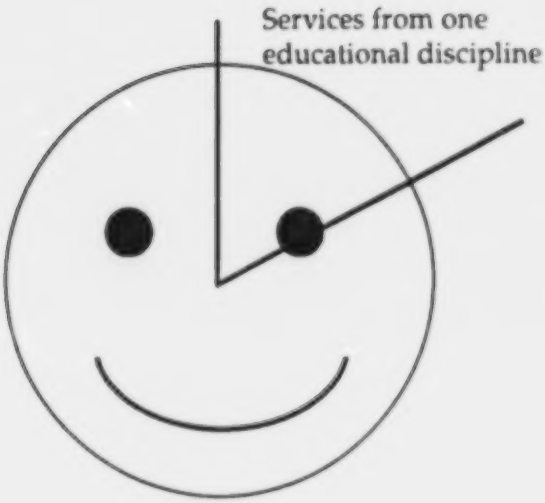


Figure 1. Traditional delivery of services.

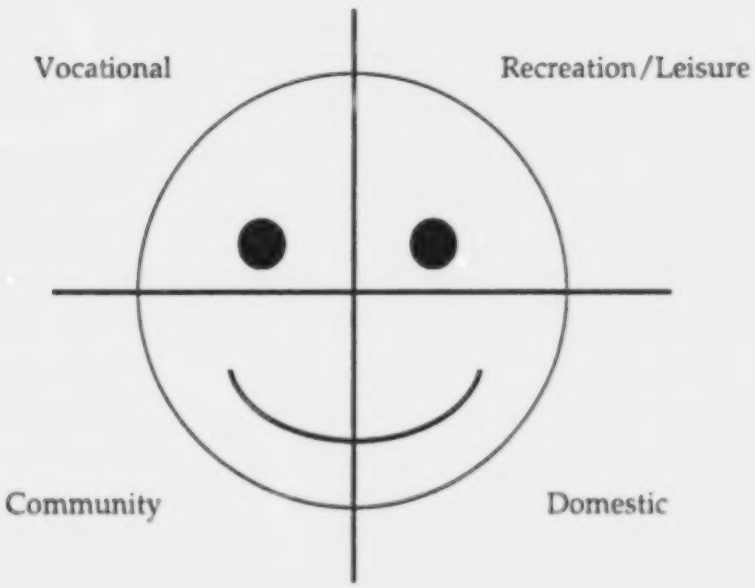


Figure 2. The Domain Strategy

You can apply the domain strategy to yourself by remembering the activities you engaged in during the last 24 hours. Using the chart in Figure 3 list the activities according to the domain in which they belong. For example, if one of your activities was meeting with your boss you would place it in the vocational domain; getting ready for work would be in the domestic domain; going to a band concert would be in the recreation/leisure domain; using the bank would be in the community domain; etc. What if your job is reviewing live music presentations for your local newspaper? Then going to a concert might be in the vocational domain. Activities across all four domains are not mutually exclusive. It is important, therefore, to individualize the strategy whenever it is applied.

It is also important to ensure that each individual is receiving instruction in all of the four domains. If the domain strategy indicates that an individual primarily engages in and receives instruction in domestic or self help skills, this individual is not going to be adequately prepared to obtain employment or participate in community activities such as shopping, paying bills, or riding the public transit system. By looking at the activities you listed on Figure 3 it should be apparent that a variety of skills across all of the domains are needed in order to live, work, and recreate as adults in our society. Adults with disabilities desire and need to participate in these same activities, but may come to literacy instruction for assistance in one specific domain area. It is important for the tutor to assist the learner in seeing how goals and activities in one domain area may effect activities in other domain areas.

As the domain strategy is used and developed by teachers, purposes other than curriculum development become apparent. The system is used strategically in the goal setting process to ensure that all students receive instruction in all of the domain areas. The system also becomes a guide to working with students, their families and friends in establishing long term goals. Use of the system also helps teachers, support staff, families, and persons in the community realize how important real life education in real life environments is for people with even the *most* severe disabilities. By implementing the domain strategy the tutor and the literacy student can begin to formulate objectives that effect each area of the student's life.

Recreation/Leisure	Domestic	Vocational	Community
(going to band concert)	(getting ready for work)	(meeitng with boss)	(using the bank)

Figure 3. Doamin strategy chart.

The Ecological Inventory Process

For years educators have been using task analysis as a means of providing instruction to persons with developmental disabilities. A task analysis, as the name implies, requires breaking down a task into smaller component steps which when performed in the correct sequence result in the completed task. As educators began using the domain strategy and started providing functional skills instruction in natural community environments something more than task analysis was needed. In addition to teaching a specific sequence of skills, educators were faced with large environments where similar skills were required to complete several different tasks in various areas of the environment. In order to assist educators in determining basic critical skills required across tasks in natural community environments the ecological inventory process was developed (Brown, et.al., 1980).

The ecological inventory process is, as it's name asserts, a process - it is not a form. It is intended to be an ongoing instructional strategy used by educators to break down a large physical environment into more manageable sub-environments, activities, and critical skills (see Figure 4). Any environment can be divided into an infinite number of sub-environments and information from each sub-environment can be of use in developing instructional programs for even the most complex tasks. When used in conjunction with the domain strategy the ecological inventory process can be utilized in developing curricular content in the area of literacy instruction, in developing individual instructional goals and objectives, and in assessing progress of learners toward their goals and objectives.

Buying groceries, for example, may be identified as an appropriate adult task in the domestic domain, but the process of buying groceries is more complex than simply selecting items from the shelves. Some of these skills are taken for granted, but a person with a developmental disability may need instruction in the most basic literacy skills required by the environment. To employ the ecological inventory process in the local supermarket it is necessary to go to the supermarket. There are certain skills which may be required in most supermarkets, but persons with significant disabilities often have difficulty in generalizing skills from one place to another. Also every supermarket is different and has different practices that cannot be assumed to be the same in every store

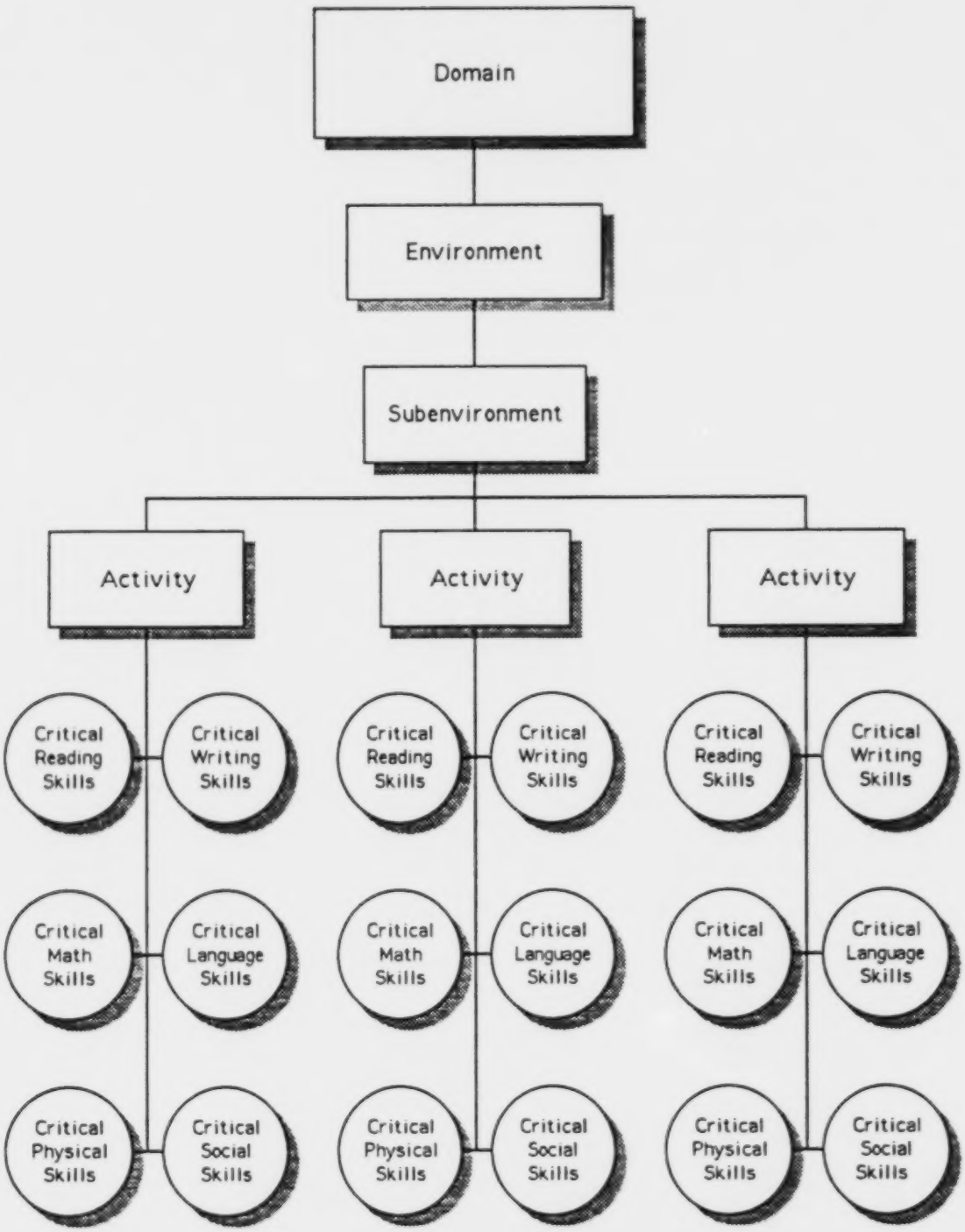


Figure 4. The ecological inventory process.

or in every community. Therefore, the instructor must go to the supermarket used by the literacy student and in which instruction will be given.

An important part of developing an ecological inventory is observation. Once at the supermarket, one needs to observe the activities in which people typically engage and where those activities take place. After listing the activities observed the instructor can begin to group the activities into areas or sub-environments. It may be difficult for one person to observe every activity that every person performs in an environment, so it is often helpful for a team of two or three people to do the initial observations on perhaps several occasions.

An example of sub-environments that may be identified in a supermarket are: parking lot, cart area, frozen foods section, produce department, aisles, check-out area, customer service desk, deli, bakery, fresh fish counter, and health and beauty supplies area. When recording observations in each sub-environment it is important to copy written information exactly as it exists in the environment. If the produce department is called "FRUITS & VEGETABLES" then these are the words that should be used. Also the print style, color, and shapes of signs used to present the written information are important to note since persons with disabilities may lack the ability to generalize from one medium to another. If a person is given instruction in reading a printed word and the actual sign is in cursive the instruction may be of little benefit to the individual.

Activities should be recorded as they are observed in each sub-environment. Unlike a task analysis, the sequence of performing the activities is not of concern, unless it is essential to performing the overall task. It is usually necessary to obtain a shopping cart in which to put items before actually starting to shop, but the sequence of obtaining items is up to the individual. One individual may choose to go to the produce section first; another may go there last. Both individuals will still get the produce items desired.

Activities observed in each sub-environment are composed of several critical skills. For the purpose of providing literacy instruction to persons with developmental disabilities six critical skill areas have been identified: critical reading skills, critical writing skills, critical math skills, critical language skills, critical physical skills, and critical social skills. Paying for items at the cash register may be an activity that is observed in the check-out area. Critical skills involved in paying may include: reading the amount of money needed from the cash register (critical reading skills), writing a

check (critical writing skills), counting change received (critical math skills), asking the cashier for paper rather than plastic bags (critical language skills), manipulating a wallet or purse (critical physical skills), and exchanging amenities with the cashier (critical social skills).

After all possible activities and skills are recorded for all of the sub-environments the ecological inventory is completed and it is ready to be used as an instructional resource. Several formats are available for compiling the information and are included in the section titled Supplemental Materials. The actual format of the information is not as important as the use of the information. The information contained in ecological inventories has been used successfully as a basis for curriculum content, developing specific lessons, developing individualized instructional goals, and the assessment of student skills.

When developing curricula for teaching meaningful, community-referenced skills the best place to get the information is from the natural community environments in which the skills will be used. The ecological inventory process is an ideal tool to utilize in identifying these skills. Individual lessons are easy to develop after all of the relevant information is amassed into this format. Using the example of shopping for groceries at a supermarket, lessons could be developed in the areas of consumer awareness, safety in the community, budgeting, comparative shopping, menu planning, etc.

In order to establish meaningful individual goals with a student it is necessary to determine what skills the person already possesses, what skills the person lacks, and what skills the person wants to learn now and in the future. This can be accomplished by performing a discrepancy analysis; in other words, determining the difference between a person's skills and skills required by the environment. After all functional skills in an environment have been delineated through the ecological inventory the student can be asked to perform the skills in the natural environment. Possible goals can then be determined by recording the skills which the student can perform independently and skills which the student needs assistance to complete. The skills which the student needs assistance in completing or simply cannot complete may become the focus of instruction. Using the example of paying for items at the supermarket, the student may be able to complete all the activities involving the exchange of money, but may have difficulty in reading the cash register and other important signs in that sub-

environment (such as express lane, 10 items only, double coupon day is Thursday, etc.). In the instructional setting these words or terms should be used in the instructional lessons. Periodically the student and tutor can to go to the supermarket to review learner progress toward acquiring those literacy skills they determined were important.

Many individuals may be able to complete part of the skills required, but may never be able to achieve total independence due to physical limitations, health impairments, or lack of previous educational opportunities and experiences. However, this should not preclude the individual from completing all of the required tasks. For example, an individual may not have the ability to produce speech that is understandable to the general public in a fast paced environment. A simple communication device consisting of pictures and words could be utilized to express critical language skills required in the environment. The development and use of adaptive strategies will be discussed in more detail in the following section.

Although the development of the ecological inventory process may involve a good deal of field work initially, the benefits to the tutor and the student become apparent with its implementation. As an alternative to using commercially produced materials for literacy instruction, the ecological inventory process ensures that skills taught to the student reflect functional, community-referenced skills needed in real life environments encountered by the student in his home community on a daily basis. The ecological inventory process is of great assistance to tutors and students in determining appropriate instructional goals and materials to utilize in designing a program of instruction. The process also provides the tutor with meaningful assessment strategies to employ with persons who do not traditionally do well on standardized evaluations. Ecological inventories can also be developed by and shared with other instructors which can assist in program development and continuity. The ecological inventory process can be a key element in designing successful literacy instruction and assessment strategies for persons with developmental disabilities.

Adaptive Strategies

People use adaptive strategies every day of their lives. Locating a favorite fast food restaurant by looking for the golden arches, taking the red folder to English class, identifying a traffic sign by the shape and color before being close enough to read the words on the sign, or distinguishing between coins by size and texture of the edges are all types of adaptive strategies taken for granted by people in their daily lives. For people with disabilities who have limited literacy skills, adaptive strategies play an equally important roll. By using the ecological inventory process, adaptive strategies for critical skills can be developed (Freagon, 1983).

A person who lacks critical reading skills may not be able to use a written list of items that they need to purchase at the grocery store. However, the same person may be able to recognize the labels of items that they use on a regular basis in the home. A system could be developed in which the individual uses a picture shopping list in the store to identify and purchase desired items.

In the above example a person with limited critical writing skills can learn to compose a shopping list by removing actual labels from items already in the home or may cut out pictures of items from a weekly grocery store flyer to make their list. The person may not be able to read the words on the labels or pictures, but can recognize the items by the colors, shapes, and diagrams present on the labels. Literacy instruction can focus on reading the written words by pairing them with the identifiable symbols.

An adult who lacks critical math skills may never be able to learn to perform basic mathematical calculations quickly and accurately enough to be of use in a community environment. However, a person may be able to learn to use a calculator to subtract prices of items on a shopping list from the total amount of money available to ensure that they have enough money to purchase the desired items. This strategy may enhance the independent living skills of a person who lacks critical math skills.

A person may not have, nor may never be able to develop, critical language skills that strangers in a community environment can understand. This same person may successfully participate in the community by using language cards or a communication booklet which contain key pictures and words required to complete activities across many environments. For use in a supermarket the cards may contain pictures and

phrases such as "Can you help me, please?", "How much is this item?", and "Paper bags, please.".

Certain critical physical skills may be required in a particular environment that a person cannot perform due to specific physical limitations. A person who uses a wheel chair probably will not be able to reach items on the higher shelves in a grocery store. Most stores have policies of making a clerk available to those who need physical assistance in completing their shopping tasks. A person with a disability may need assistance through their literacy instruction to learn how to use this policy in their local store. If a local supermarket does not have this policy or if the individual prefers not to use assistance from strangers, a system may need to be developed in which the individual contacts a friend, neighbor, or relative to go shopping together.

Critical social skills are perhaps the most difficult skills to isolate and to determine instructional and adaptive strategies for since social skills are based on individual judgement. How close is too close to position your shopping cart in regards to another shopper? How much informal dialog with a cashier is appropriate when in line at the check out counter? These and other questions can only be answered by the tutor and student spending time in a specific environment, such as a supermarket, and learning the specific requirements of the environment. Adaptive strategies can then be determined jointly between the learner and the tutor based on these factors.

Adaptive strategies are needed and used by all individuals participating in natural community environments. The most successful strategies are those that are developed jointly between a tutor and an individual learner and that serve an obvious purpose to the learner. Adaptive strategies should be based on naturally occurring cues and materials found in an environment and should be designed to assist the learner in using an environment more effectively and independently.

Goal Setting Process

Establishing instructional goals is a process by which an instructor and a student determine the reasons for and the outcome of instruction. Goals may be global in nature and require many months or even years to achieve, a long term objective, or may be specific and attainable in a relatively short period of time, a short term objective. The domain strategy, the ecological inventory process, and the development of adaptive strategies can facilitate the goal setting process for the instructor and can make the outcomes more meaningful for the student. In the area of literacy instruction for adults with disabilities it is essential to determine why the individual is requesting assistance and to make the outcomes appropriate to the needs of the individual.

Long term objectives (LTOs) are statements based in one of the domain areas. An example of a long term objective is, "John will develop independent shopping skills in the supermarket." This objective may include many activities in various areas of the supermarket and may be achieved in gradual steps over a long period of time.

Short term objectives (STOs) are based on activities included within the long term objective. Short term objectives are also statements, but contain several critical elements. These elements include: conditions, behavior, criteria, environment, evaluation, and outcome (Freagon, 1983). Conditions imply that there is a reason for completing the behavior and that the person has adaptives and materials required to complete the task. For example, if the skill is to select specific items from the shelf by matching the items on a picture shopping list, the condition is "Given the need to buy items at a supermarket using a picture shopping list and a shopping cart" (see Figure 5).

Behavior is exactly what the learner will do. It is observable, measurable, and specific to the task at hand. In the example the behavior is "John will identify the item on the shelf by matching the picture and words on the item with the picture and words on his shopping list, will select the item, and will place the item in his shopping cart".

Criteria refers to the level of accuracy with which the learner will perform the task. This may be stated in the number of times the person successfully completes the task out of a predetermined number of trials or by the amount of independence with which the task is performed. It is not a good practice to use percentages for the criteria of completing a task since percentage is a vague statistic and can be interpreted by

different individuals in different ways. By stating a completion rate of 80%, does this mean the task is completed only 80% of the time or that the task is completed with only 80% accuracy every time? An example of an appropriate criteria is "independently for 5 consecutive trials".

Environment is where the task will actually be completed. In our example the tasks will be completed in the aisles of the supermarket in which the learner shops. It would be stated as "in the IGA supermarket at the corner of Main Street and 1st Avenue".

Evaluation contains several variables which include the timeline set for mastery of the behavior, the method of evaluating the learners success, and the person who will do the evaluation. In most literacy programs the person evaluating the learner will be the tutor and the method of evaluation will be by observation. Ongoing self evaluation by the learner should also be encouraged.

Outcome is a statement of when the short term objective will be reviewed by the tutor and the learner and the status of the learner's mastery of the objective at that time. The evaluation date could be the end of a 9 week quarter or at the end of one month or by a specific date, depending on the dynamics of the particular literacy program. If the learner has mastered the objective at the time of review, a new STO can be developed with the learner under the same long term objective. If the learner has not mastered the objective, the course of instruction can be continued, setting a new timeline, or the method of instruction can be altered to better meet the learning style of the learner.

Tutors and learners may agree to work on several short term objectives under one long term objective simultaneously and/or may choose to develop short term objectives under several different long term objectives in several domain areas. Important aspects to consider when developing and utilizing LTOs and STOs is that all objectives need to be developed jointly between the tutor and the learner and that the objectives need to be relevant to the daily life, needs, and interests of the student. Short term objectives can and need to be modified on a regular basis in order to meet the needs of the learner. It is not the that student cannot learn, but that the teacher has not developed the appropriate teaching strategies to enable the student to master their objectives.

Short Term Objectives

Student Name: John Doe

Long Term Objective: John will develop independent shopping skills in the supermarket.

Domain Area: Domestic

Environment: IGA Supermarket at the corner of Main Street and 1st Avenue

Conditions	Behavior	Criteria	Environment(s)	Evaluation	Outcome
Given the need to buy items at a supermarket using a picture shopping list and a shopping cart	John will identify the item on the shelf by matching the picture and words on the item with the picture and words on his shopping list, will select the item, and will place item in his shopping cart	independently for 5 consecutive trials	in the IGA supermarket (Main & 1st)	by October 15, 1991. Tutor observation	Review date: the end of each month.

Figure 5. Short Term Objective Form

Section IV

Supplemental Materials

Tips for Tutors

* Remember that students are uniquely interesting people with much knowledge, skill, and interest to contribute to the learning experience.

* As individuals, students have their own set of values. Accept students for who they are.

* Adult learners have as much to give and contribute to the learning experience as they receive.

* Approach each learning situation with the belief that "Everybody can learn".

* Get to know a new student and use this information to cooperatively design instructional content.* Remember that people learn more effectively when they are actively involved in the learning experience.

* Remember, if a skill or information can be applied immediately, it is probably worthy of consideration.

* Learning might be slow or it may be rapid. The measure of success isn't speed but rather that something worthwhile is accomplished.

* Students respect and desire genuine feedback.

* Teach new concepts in situations that are, or as close to possible to, the ones in which the student will use the skill. Learning is not confined to the space around a desk and two chairs. Use the community. Encourage students' practical application of learning.

* Create comfortable, exciting, fun, motivating learning experiences with the student.

* Build success into each lesson. This is critical for students to develop self confidence and the ability to take risks.

* See Section II

Life-space Analysis

Time	Activity	Critical Literacy Skills	Assistance	Frequency

Life-space Analysis

Time	Activity	Critical Literacy Skills	Assistance	Frequency
7:30 a.m.	Hit Alarm Snooze	Read clock time Read "snooze"	Independent	Daily
7:40 a.m.	Turn off alarm	Read clock time Read "off" Listen to Radio	Independent	Daily
7:45 a.m.	Take Shower	Identify Hot/Cold Distinguish between Shampoo/Conditioner	Independent	Daily
8:00 a.m.	Shave/Brush teeth/etc.	Obtain containers (Read); Use proper amounts (Math); Manipulate objects (Physical)	Has Problems finding items sometimes doesn't complete all activities.	Daily
8:15 a.m.	Get dressed	Clothes selection	Independent	Daily
		Check Weather/ T.V. Turn on/locate weather channel	Independent	Daily
8:25 a.m.	Make Coffee	Locate coffee (Read)	Independent	Twice weekly
		Measure water/coffee	Uses too much coffee, can make it with help	
		Plug in/ turn on	Independent	
8:30 a.m.	Read paper/have coffee	Reading	Looks at pictures, would like to be able to read	Daily
8:40 a.m.	Leave for work	Gather necessary materials	Adaptive Strategy	M-F
		Locate bus stop	Adaptive Strategy	M-F

(CONTINUED)

Recreation/Leisure	Domestic	Vocational	Communtiy

Domain Strategy Chart

ECOLOGICAL INVENTORY

Domain: _____

Environment: _____

Subenvironments:

_____

_____

_____

_____

_____

_____

_____

ECOLOGICAL INVENTORY

Subenvironment 1: _____

Activities: _____
_____
_____
_____
_____

Subenvironment 2: _____

Activities: _____
_____
_____
_____
_____

Subenvironment 3: _____

Activities: _____
_____
_____
_____
_____

ECOLOGICAL INVENTORY

Domain : _____

Environment : _____

Subenvironment : _____

Critical Skills :	Activities :			
Reading				
Writing				
Math				
Language				
Physical				
Social Judgement				

ECOLOGICAL INVENTORY

Domain : Community
Environment : Community College
Subenvironment : Cafeteria

Critical Skills : / Activities :	Eating	Selecting Seat	Ordering/Paying	Exiting
Reading	Condiment containers	Smoking/non-smoking	Menu, specials of the day, express lunch line, salad bar, soup, cash register	Following directions on signs: exit only, trays, trash, do not enter
Writing	Giving phone number to a friend		Paying with a student credit card	
Math	Amount of time to eat	Number of people in group, number of available seats	Giving cashier correct amount of money, counting change, determining if one has enough money available to purchase desired items	Allowing enough time to get to class
Language	Talking to friends, asking questions, responding to questions	Talking to friends, asking questions, responding to questions	Responding to service personnel, placing order, talking to friends, following directions	Following instructions, talking with friends and service personnel
Physical	Tray, eating utensils, straw, milk carton, soda can, napkin, food container, bench style tables	Carrying items listed in previous column to table, tables and chairs far enough apart for wheelchair access	Standing in line, accessing cashier and condiments, wallet, money, meal ticket, tray, utensils, personal items	Disposing of waste items, taking tray to dish room, throwing away paper
Social Judgement	Talking while eating, manners, appropriate seat selection	Selecting empty seat near friends, asking for assistance if needed, appropriate interactions with friends	Asking for assistance if needed, appropriate interactions with friends, amount of time in placing order	Asking for assistance if needed, appropriate interactions with friends

Short Term Objectives

Student Name: _____

Long Term Objective: _____

Domain Area: _____

Environment: _____

Conditions	Behavior	Criteria	Environment(s)	Evaluation	Outcome

Section V

Annotated Bibliography & Additional Resources

Part A: Annotated Bibliography

This section of the manual contains two parts. The Part A is an annotated bibliography acquired through a national ERIC search, conducted at the University of Illinois library, January 1991 through June 1991. It is organized under four general descriptors: Assessment/Evaluation; Curriculum Developent; Including Citizens with Disabilities; and Program Development.

Assessment/Evaluation

Alternative Assessment, Special Issue, (1989, September). Information - Update, 6.

This issue of a quarterly newsletter focuses on alternative assessment methods in adult basic education. It is occasioned, as explained in the opening editorial, by the announcement of the requirement for use of the 1987 edition of the Tests of Adult Basic Education for pre- and post-testing of basic education students in New York City, beginning in 1991. The editorial presents an overview of the assessment issue and suggests additional sources of information. Articles in the newsletter include the following: "Rethinking Assessment: Issues to Consider" (Marcie Wolfe); "Standardized Tests: Issues and Concerns" (Karen Griswold); "Alternative Assessment Strategies: Some Suggestions for Teachers" (Sara Hill); "Additional Sources of Information on Assessment-Related Issues" (a 16-item annotated bibliography); and "Mini-Grants 1988-1989".

Askov, E. (1985, November). *Single-subject multiple-baseline designs in evaluating adult literacy programs*. Paper presented at the National Adult Education Conference.

Between-group designs constitute the experimental methods traditionally applied in the field of education. Another level of analysis, however, is commonly used in clinical psychology but seldom applied in educational settings: single-subject designs (actually applied to small groups). This design allows a researcher to evaluate the influence of an educational or clinical procedure on a subject's performance by replicating its effect with the same individual over time. One type of single-subject design, the multiple-baseline design, is becoming more popular in educational studies. In the multiple-baseline design, measures are made simultaneously on two or more behaviors, subjects, or settings in order to identify a pre-treatment (baseline) level. The baseline data describe the current level of performance and predict future performance. If each baseline changes when the intervention, is introduced, the effects can be attributed to the intervention. Advantages of multiple-baseline decisions include the following: 1) the multiple-baseline designs are effective means of evaluating educational procedures since they allow continuous monitoring (2) intervention is applied to only one or two baselines at a time; (3) large numbers of subjects are not needed, (4) the gradual application of the intervention permits the researcher to test its effectiveness on a small scale and make needed modifications; and (5) establishing a causal relationship does not require the withdrawal of treatment. Multiple-baseline designs may be appropriate for researching a variety of educational questions, such as evaluation of adult literacy programs.

Bean, R. M., et. al. (1988). *Using curriculum based measures to identify and monitor progress in an adult basic education program, final report* . Pittsburgh, PA: Pittsburgh University.

The purpose of a project was to develop and test curriculum-based procedures and measures to monitor and assess the reading and writing progress of adults in a basic education program. The most efficient, reliable, and feasible measure of reading performance from beginning reading level through eighth-grade level was the repeated oral reading procedure of 1-minute readings. The most feasible and efficient measure of writing was a fluency procedure of a 3-minute writing sample. Both measures enabled teachers to chart and monitor progress of adults throughout the program. Teachers reported that the measures were useful and easy to use. Students were receptive to the measures as a means of obtaining feedback about their progress. Results suggested that curriculum-based measures may be useful in adult basic education programs because of their feasibility and reliability in monitoring the performance of adults and as a supplement to the standardized measures often used to assess performance of adults. (An instructor's guide to using curriculum-based measures of reading and writing in an adult literacy program is included, along with 11 references and 10 appendices that contain survey forms, coding sheets, data summary sheets, student reading and writing graphs, and writing prompts.)

Boussard, R. (1985, November). *An evaluation of the cultural bias of the adult performance level assessment*. Paper presented at the Annual Meeting of the Mid-South Educational Research Association.

The cultural bias of the Adult Performance Level Assessment, Form AA-1 (APLA) was examined. The potential influence of cultural differences on scores of a major ethnic group, Acadians or Cajuns, was investigated. Assessment items most prone to produce differences in scores were isolated and administered to selected groups. No significant differences were found between the scores of the selected ethnic group of native Acadians and non-native Acadians. It was therefore concluded that the APLA was free of cultural bias relating to the ethnic or culturally different group identified as native Acadians. This conclusion applies only to the group of persons (reading levels from 4.0 to 9.0) attending adult education programs in Louisiana, since the entire population of native and non-native Acadians was not sampled. Further research with other ethnic groups would contribute to greater knowledge of the instrument's freedom from cultural bias, thus having a positive on its validity.

Brogan, R., & Habel, E. (1990, February). *Evaluation instruments and the physically challenged subjects: problems, issues, and strategies.* Paper presented at the Annual Meeting of the Eastern Educational Research Association, Clearwater, FL.

Issues in the ongoing evaluation of an innovative curriculum in an academic setting are discussed. The program provides instruction in computer literacy to a physically challenged clientele and to professionals from local service agencies who have disabilities. Data have been solicited through survey questionnaires principally composed of Likert items and direct or telephone interviews. Both interviews deal with (l) likes and dislikes of participants; (2) desired changes, (3) perception of effects on individual improvement; (4) demographic/client background data. The foremost problem has been that of unintentional alienation of subjects due to semantics in talking about disabilities. Face-to-face interviews with visually impaired subjects brought different problems in terms of potential bias. Confidentiality is a problem transcending all types of evaluation's findings. The evaluation of the first year was summative; it served as the basis for formative changes for subsequent years. Strategies for successful conduct of this summative evaluation with formative purposes must take the acknowledged problems into account. Evaluating a program for special needs groups may require special preparation and sensitivity.

Chanda, N. (1990). *Assessment of prior learning: a common sense approach for ABE and ESOL.* London (England): Adult Literacy and Basic Skills Unit.

This document makes the case for assessing prior learning and offers practical advice on how to do it within British English for Speakers of Other Languages (ESOL) and adult basic education (ABE) programs. Following an introduction, it is explained that a person's prior learning is obtained through prior study or life experiences. The next section explains why one would want to assess prior learning (to foster self-awareness, claim educational credit, plan a career, determine the level of entry in ABE or ESOL programs, or integrate experiential and academic learning). The next section lists characteristics of assessing prior learning and of initial assessment (identifies level of skill, highlights gaps in knowledge, establishes a starting point from the tutor's point of view, indicates content and methodology to students, takes note of what students can and cannot do, and categorizes students according to their performance on the spot). Four stages of assessment are listed: identifying the purpose of assessment; identifying learning experiences relevant to that purpose; analyzing these experiences in terms of knowledge, skills, and learning strategies; and demonstrating relevance. Examples include a student's guide to prior assessment and an illustration of how a teacher can help a student work with an English translation of his or her life story to identify prior learning. Four references are provided.

(1987). *Digest of 310 evaluation methods*. Washington, DC: Office of Vocational and Adult Education, Div. of Adult Education.

This digest of 310 Project evaluation methods in intended to provide examples of and guidelines for evaluating 310 projects at the national, state, and project levels. The first section, which is devoted to state-level 310 evaluation projects, includes a report on a longitudinal study assessing the impact of 310 projects in Florida, a report reviewing 10 years of 310 project activity in Pennsylvania, and a longitudinal study of adult basic education in Virginia. The second part of the digest contains a 310 self-assessment administration guide and two examples of requests for proposals from the Texas 310 program. The guide includes various items relating to evaluation in the areas of priority setting, applications review, 310 guidelines, project monitoring and dissemination. The following materials are included in the final section, which covers various project evaluation strategies: a validation guide for adult education projects developed for the New Jersey Adult Education program, two papers ("Evaluation of Competency-Based Adult Education" and "Evaluating Innovative Adult Education Projects: How to Make Evaluation Work for You") that were originally presented at the Sixth Annual Competency Based Adult Education Conference, a summary of the National Adult Literacy Project's search for promising literacy practices, sections on staff development and program evaluation from a set of quality standards published by the Division of Adult Education, and principles for planning and implementing staff development that are taken from a report developed by the National Adult Basic Education Staff Development Consortium.

Ehringhaus, C. C. (1990). Functional literacy assessment: issues of interpretation. *Adult Education Quarterly, 40* , 187-196.

Problems and issues in measuring functional literacy are explored through an overview of definitional dilemmas, synopsis of widely known assessments, examination of the concept of ecological validity, and discussion of the impact of concepts of validity on the interpretation of functional literacy test performance.

Fontenot, K. (1983). Adult beginning reading skills diagnosis. From theory to practice. *Adult Literacy and Basic Education, 7,* 2.

This 8 item test is intended to help adult basic education teachers obtain a quick assessment of the prereading skills that their beginning adult readers have already mastered. The individual items of the test are designed to assess the following: ability to write one's own name, left-to-right orientation; perceptual hearing; sound-letter and visual letter recognition; and symbol, letter, and sound reproduction.

Hill, C., & Parry, K. (1988). *Reading assessment: autonomous and pragmatic models of literacy.* New York, NY: Columbia University.

The autonomous model of literacy - including its two features, autonomy of text and autonomy of skill, which have been particularly influential in reading assessment—does not account for important aspects of reading. The pragmatic model of literacy accounts more adequately for how readers respond to text. An analysis of the 1976 and 1987 versions of the Test of Adult Basic Education (TABE) shows that although the newer version does encourage a pragmatic orientation to text, most of the items still require an autonomous orientation. As a result, there is often a marked discontinuity between passage and items. Sometimes discontinuity is further reflected within the items themselves: the target response requires in autonomous orientation whereas one or more distractors have a pragmatic appeal. Such distractors provide the kind of orientation that the passage calls for, even though they do not strictly fit with the surface information that the passage provides. A better approach to reading assessment would be based on the notion of multiple literacies suggested by John Black. Tests like the TABE should include separate components to cover autonomously oriented and pragmatically oriented material. Within these components the items should be constructed so that readers can be clear about which orientation to adopt. If external instruments like the TABE are used it all, it is best to view them as a single component within in ethnographic model of assessment and instruction that is designed to nurture the various literacy skills that adults need. (The document includes a 50-item bibliography.)

Holian, B. L. (1983). *A community assessment of functional literacy*. Master's Thesis: San Jose State University.

A community assessment for literacy action was conducted in Salinas, California. Service agencies were surveyed to assess literacy programs and materials. The agencies were asked questions regarding awareness of the illiteracy problem, knowledge of existing or retired programs, and agency commitment to support of a community-wide program. Research substantiated the hypothesis that Salinas agencies in contact with the functionally illiterate population were aware that a large number of people in the community had difficulty with the English language. the agencies considered this difficulty an Hispanic problem and an individual responsibility. The agencies were aware of the programs of the Adult School of the Salinas Union High School District and considered them adequate. They were not directly involved in the alleviation of functional illiteracy and did not intend to be. Their lack of support had inhibited literacy efforts in the community. Few agencies referred individuals to Adult School programs. Almost three-fourths of the agencies identified the problem as a concern mainly in the realm of the employment; therefore, they did nothing about it. A radical change in community attitude was seen as requiring dramatic media coverage as well as workshop participation.

Lytle, S. L., & Wolfe, M. (1989). *Adult literacy education: program evaluation and learner assessment*. Columbus, OH: Center on Education and Training for Employment.

Adult literacy programs need reliable information about program quality and effectiveness for accountability, improvement of practice, and expansion of knowledge. Evaluation and assessment reflect fundamental beliefs about adult learners, concepts of literacy, and educational settings. Resources for planning program evaluations include surveys, handbooks, instruments and policy studies. Evaluation issues include the following: (l) program goals and mission are subject to scrutiny and change; (2) data about teaching and learning are essential; (3) expanded outcome measures for learner progress are needed; and (4) the roles of staff, managers, learners, and external evaluators affect the evaluation process and outcomes. Four major approaches to learner assessment are considered: (1) standardized testing is norm referenced and cost effective; (2) materials-based assessment is commercially available and follows a systems management model; (3) competency-based assessment involves real-life tasks, predetermined performance standards, a continuum of difficulty, and a range of strategies; and (4) participatory assessment allows learners an active role and involves a range of texts, tasks, contexts, and strategies. Evaluation should: (1) be both external and internal; (2) be both formative and summative; (3) involve learners and staff; (4) generate design questions from theory, research, evaluation, and practice; (5) involve critical reflection on program philosophy and goals; (6) give prominence to the processes of teaching and learning; (7) capture a range of learner and program outcomes; (8) require a variety of longitudinal data collection methods; (9) be integrated with program functions; and (10) be systematic and systemic. (131 references)

Lytle, S. L. (1988, Fall). From the inside out: reinventing assessment. *Focus-On-Basics, 2*, 1-4.

Dependence on standardized tests in adult literacy programs derives partly from their relative ease of administration and their appearance of providing valid and reliable quantitative data for program evaluation. Few adult educators are satisfied with the quality of the information, and most are extremely dissatisfied with the effects of such testing on teaching and learning. Literacy practitioners, researchers, and theorists have been working together and separately to seek alternatives and reinvent assessment. This movement is based on learner-centered or participatory approaches that are congruent with recent cross-cultural and ethnographic research. To understand and assess the literacy practices of different adult learners, alternative assessment explores the particular type of reading and writing that adults themselves see as meaningful under different circumstances and that reflect their own needs and aspirations. Most important, these new approaches communicate respect for adults. Procedures for assessing learner progress often include scripted or ethnographic interviews, conducted by students with students or by administrators or teachers/tutors with students. Some programs, use profiles, or inventories; others integrate assessment with instruction. Support is needed to build networks to share questions and findings about alternatives to traditional methods of assessment.

Metz, E. (1990, March). Issues in adult literacy assessment. *Journal of Reading, 33* , 468-469.

Notes that while a number of viewpoints about adult literacy assessment exist, no one perspective dominates the field. Argues that both standardized tests and competency-based assessment poorly serve the adult learner. Argues that assessment of the adult learner can be conducted on an informal, nonthreatening basis.

Muller, J., & Diedrich, A. (Eds.) (1989). *Dossier of evaluation instruments for literacy programs. A contribution to the international literacy year 1990.* Bonn, West Germany: German Foundation for International Development.

This document contains a collection of literacy program evaluation instruments from developing countries, as well as several papers describing how to use evaluation instruments to assess various types of systems.

Montgomery, D. (1986). *STALD: screening test for adults with learning difficulties and strategies for teaching adults with learning difficulties*. Wichita Falls, TX: Education Service Center Region 9.

Part I of this document contains materials that relate to the screening test for Adult Learning Difficulties (STALD) The test, other testing materials, and test administrator's sheets are provided as attachments. The test is aimed at screening adult learners individually to see whether characteristics common to adults with learning difficulties are present and, if so, to prescribe specific materials and methods known to be successful with them. It is designed to be administered by supervisors, adult education teachers, or volunteer tutors within a time frame of 35-45 minutes. Instructions explain how to administer the three parts of the test- - basic and perceptual screening, word identification test, and reading passages placement. Other sections address test interpretation and implications for remediation. A remediation chart is keyed to STALD errors; bibliographic data including source and price are given for materials sited in the remediation chart. Part II contains instructional resources for the remediation model for use in adult education or adult literacy settings. Contents include characteristics of adults with learning difficulties, principles for teaching learning disabled adults, techniques for teaching adults with learning difficulties, a curriculum for decoding instruction, and lists of instant words (frequently written English words) and protective words and phrases (used frequently in signs). Appended are an adult screening test and a STALD score sheet.

Nurss, J. R. (1989). *Assessment models and instruments: adult populations*. Atlanta, GA: Georgia State University.

Several issues should be considered in selecting assessment instruments and procedures for use in adult literacy programs. Teachers must consider the purpose of the assessment; the appropriateness of the assessment instrument for adults; the reliability, validity, and practicality of the instrument; whether the assessment is culturally sensitive; and whether the assessment instrument is congruent with the instruction given. An effective assessment model for adults consists of several different types of assessment, giving the instructor a multiple view of the adult's literacy achievement and instructional needs. A selection of the following types of assessment can be used with adults: standardized, norm-referenced tests; other reading tests; locally developed measures; workplace and other functional literacy assessment; job or life simulation; work samples; observation of students; informal reading inventories; and follow-up of students. An assessment model for adult populations needs to include multiple sources of data, using instruments and procedures that are appropriate for adults and that adhere to the principles of assessment. Assessment is used for planning instruction and can help the student see progress and be motivated to remain in the program.

Rupert, D. F. (1988, September). *Who's learning to read and how do we know?* Paper presented at the National Adult Literacy Symposium.

One aspect of the Greece (New York) Central School District's Continuing Education Division is an adult literacy program for students who enter with a reading level below the sixth grade as measured by the Test of Adult Basic Education (TABE) (17 percent of students). Students at this level receive instruction in one of four environments: adult basic education classes at an education center or at an apartment complex, or workplace literacy classes at one of two sites. The average student receives 46 hours of reading instruction per semester (10 weeks), with workplace students receiving 56 hours over 8 weeks. The mean grade-level gain for students after about 50 hours of instruction is approximately 1.8 years, although individuals vary considerably, with those completing a semester usually gaining 2-3 years of growth. Those who stay for a school year or longer can achieve as much as 4 years of growth. Students are taught by a diagnostic-prescriptive model, with continuous monitoring and refinement of students' programs based on current assessment. The most beneficial aspects of this process have been the use of standardized testing an d student intake interviews. The program continues to emphasize the diagnostic-prescriptive method and plans to add diagnosis of learning disabilities.

Silberman, H. (1984). Evaluating intrinsic goals. *Studies-in-Educational-Evaluation, 10, 1,* 27-38.

A social learning model focusing on intrinsic outcomes of vocational programs is proposed. It would assess technical skills and knowledge, communication skills and literacy, and personal skills and attitudes. Instruments should be devised to measure characteristics of the learning setting, learner involved activities, and nature of consequences of the activities.

(1990, January). Standardized tests: their use and misuse. *Business Council for Effective Literacy Newsletter for the Business Community, 22* , 6-9.

This article is devoted to explaining the use and misuse of standardized tests in adult literacy programs. Among the topics covered on that subject are why the tests are of such interest among adult educators: because the authority vested in these tests can determine the way programs are developed, what is taught, the climate of teaching and learning, the shape of legislation, the funding policies of public and private agents, which young parents are eligible for welfare, the composition of job training programs, and, in some cases. whether one has access to the military, a job, or a diploma. The report emphasizes that it is meaningless to make grade-level comparisons of adult reading and explores whether the tests measure only trivial subskills, whether the tests ignore knowledge theory, whether the tests assess literacy in a vacuum, whether the tests confuse learner and program evaluation, and what standardization means. The Comprehensive Adult Student Assessment System, the National Assessment of Educational Progress, and alternative assessment approaches are described. Also discussed are the recency of the movement toward nonstandardized assessment and the notion that perhaps the federal call for standardized assessment is a sign that adult basic education maybe coming of age. The document concludes with the names and addresses of 14 literacy experts who were helpful in the preparation of this report.

Curriculum Development

Acosta, J. (1988). *The westcoast reader, a newspaper for the new adult reader.* North Vancouver, BC (Canada): Capilano College.

This document consists of informative material on and a copy of a newspaper for adults who are learning to read. The newspaper is designed to help new readers develop reading skills while providing interesting and relevant information with an adult focus. Local national and international news stories as well as information about health, safety, law, government services, and everyday life are simplified by the editor and presented in a four-page tabloid newspaper format. Articles are written at three levels of difficulty providing entry points to reading for a variety of readers. The newspaper is published monthly from September to May. The informative material discusses development of the newspaper, its objectives, environment, implementation, and evaluation. Teachers' Notes that accompany the newspaper include student activities exercises suggested teaching strategies, and resources. The September issue included here contains, as issues often do, a four page public information supplement on a single topic -- medical emergencies. (Recent supplemental have dealt with family law, health, banking, food and shopping, citizenship, and children and the law.)

Armstrong, A., & Hunt, P. (1982). *VITAL guides. Tutor training for adult literacy programs.* Bloomington, IN: Monroe County Public Library.

This guide is designed as a training tool for volunteers participating in the Volunteers in Tutoring Adult Learners (VITAL) program. Developed by the staff at the Monroe County Public Library in Bloomington, Indiana, VITAL is an adult literacy program that is based on active cooperation between Program trainers and volunteer tutors. Various instructional resources are provided in the guide, including a list of objectives in terms of reading levels, an interest inventory, a discussion of types of "real world" materials, a checklist for selecting materials, instructions for rewriting materials for adult learners, suggestions for introducing new words and using language experience stories, discussions of patterns in language and comprehension, a list of 220 Dolch basic sight words, an explanation of learning disabilities as they effect reading, guidelines for effective tutoring and planning in a VITAL tutoring program, a sample lesson plan, an English as a Second Language (ESL) reading program, and a bibliography. Appended to the guide are an informal reading inventory, a general educational development (GED) fact sheet, a confidential report and learner profile report form, a workshop agenda, and a VITAL tutor job designation.

Barnes, M., et al. (1985). *Adult education basic curriculum guide. Course 101-204. Field test copy*. Chicago, IL: Chicago City Colleges, Chicago Urban Skills Institute.

The purpose of this curriculum guide is to assist Training Specialists in teaching Adult Basic Education /General Education Development (ABE/GED) students basic skills in language arts and mathematics. The guide begins with an introduction (purpose, overview, adult learner characteristics, teacher type, curriculum policies, curriculum structure, teaching adult literacy students, and methods of teaching reading. Brief descriptions of course focuses and listings of specific objectives precede course materials. Materials are provided for courses at the first-grade level (101-104) and second-grade level (201- 204) for language arts and mathematics. The general (course) objective appears first. The course materials, provided in columnar form, correlate specific objectives with teaching/learning activities and supplementary exercises (correlated by exercise number to the three student supplementary exercise books to be used with this curriculum). Appendixes include a sight and functional word list, samplings of internal and external materials and resources, and a five-page bibliography.

Barabe, R., et. al. (1987). *Pathways: an adult basic skills writing workbook, level II.* Phoenix, AZ: Affiliation of Arizona Indian Centers, Inc.

Utilizing Southwestern Mexican Indian myths, legends, history, information on religious beliefs, architecture, fine arts, and social practices, the Adult Basic Education (ABE) Writing Skills workbook presents well-researched information about the rich heritage of the Indian culture of the Southwest, whilst offering a sequential, systematic approach to adult learning. The lessors in the workbook, which is divided into seven units, are arranged so that each lesson instructs a skill. An information presentation section is provided, explaining the particular skill or concept to the student, and giving examples. This is followed by exercises requiring the application of the skill. The seven units are: parts of speech, sentence structure, paragraph development, punctuation, capitalization, practical writing, and spelling. Tests are provided to measure mastery of the skills, and as a means assessing progress. A glossary is appended.

Bean, R. M., & Johnson, R. S. (1987). The Pittsburgh adult competency program: a model for effective literacy programming. *Adult Literacy and Basic Education, 11*, 1-12.

The Pittsburgh Adult Competency program is a literacy and vocational program based on six elements: (1) assessment, (2) flexible grouping, (3) a strong math and reading curriculum, (4) strategies for self-direction, (5) staff development, and (6) evaluation. Implementation of these elements facilitates measurable gains and personal growth.

Berger, A. (1988). *Influences contributing to lasting improvements in reading and writing in the United States.*

Unlike trends in reading and writing instruction which are short-lived, such as speed reading, performance contracting, and the i.t.a. (initial teaching alphabet), certain influences exist which contribute to lasting improvements in reading and writing. Several factors can help to distinguish trends from the more permanent influences on education. A historical perspective is necessary for a sound research-based reading and writing curriculum to meet the needs of changing populations. It is also necessary to strive for greater language precision when dissussing literacy and learning disabilities. Other cultures, languages, and customs must be explored in order to teach reading and writing effectively to a diverse population. All of these factors should be considered when training reading and writing teachers at all levels. (A 27 item bibliography is attached).

Bhola, H. (1979). *Curriculum development for functional literacy and nonformal education programs.* Workshops. Bonn (West Germany): German Foundation for International Development,

To provide an introduction to processes, issues, and problems of curriculum development in functional literacy and nonformal education, a monograph provides 11 chapters, each followed by exercises. The first chapter discusses curriculum development in relation to national development. The second chapter covers concepts of functional literacy and nonformal education, with particular reference to development objectives. A third chapter presents a model of the curriculum development process, including objectives. Assessing developmental and educational needs of communities, with emphasis on participatory strategies, is covered in a fourth chapter. In the fifth chapter, the concept of instructional systems design is introduced, with elaboration on task analysis, learner analysis, and learning environment analysis, and including an instructional system analyzer. Training of literacy teachers is described in the sixth chapter. The seventh chapter covers a variety of instructional materials for functional literacy, with emphasis on message making. In the eighth chapter, a plan for establishing learning resource centers discusses delivery systems for instruction and instructional materials. The ninth chapter provides case studies of projects in curriculum development/ implementation for functional literacy in Brazil, Burma, Colombia, India, Iran, Kenya, Mali, Sudan, Tanzania, and Thailand. The tenth chapter discusses curriculum evaluation, and the eleventh covers training for curriculum development, including a workshop description and questionnaire.

Colvin, R. J., & Root, J. H. (1987). *TUTOR: techniques used in the teaching of reading. A handbook for teaching basic reading to adults and teenagers. (Sixth Ed).* Syracuse, NY: Literacy Volunteers of America.

This guide is intended to assist teachers and volunteer tutors who are teaching adults and teenagers to read. The nature and extent of the adult illiteracy problem and the process of learning to read are discussed in the first chapter. The characteristics that are desirable in basic reading tutors and those that are encountered in adult learners are described in the next two chapters; assessment and goal setting are examined next, and the fifth chapter deals with the following instructional approaches and techniques: language experience stories, sight words and context clues, phonics (consonants), and word patterns. Comprehension and thinking skills are the subject of the sixth chapter. Chapter 7 is devoted to instructional materials and learning activities, and chapter 8 covers goal analysis and lesson planning. Materials that should be brought to a lesson, methods of identifying appropriate materials, and ways of incorporating handwriting into lessons, steps in developing lesson plans, and appropriate behavior for tutors are discussed in the next chapter. A series of sample beginning- and intermediate-level lesson plans is also included. Appendixes include guidelines for evaluating tutor competency (complete with illustrative case s studies), a list of the 300 most frequently used words, basic and survival word lists for adults, useful words for filling out forms, signs in capitals, a glossary, suggested key words, vocabulary building/syllabication guidelines, word patterns, guidelines for evaluating adult basic education reading material, a checklist of students word attack skills, and lesson plan forms.

Competency based adult education: a process model. (1979) California State Dept. of Education, Division of Adult and Community Education, P.O. Box 211 Sacramento, CA. Developed by the CALCOMP Committee and Consortium.

The document provides a process model for a competency-based adult high school diploma program. Following an overview, the document is arranged into nine chapters. Chapter 1 focuses on starting such a program and gives suggestions for conducting needs assessment, setting up a planning group, implementing adult basic education awareness activities, and securing general community involvement. Chapter 2 provides a statement of philosophy, and chapter 3 considers the identification, rating, and organization of competencies. In chapter 4, a description is given of the characteristics, organization, content, strategies, and delivery of instruction. Chapter 5 provides a discussion of the purposes, characteristics, techniques, and administration of learner assessment. In chapter 6, suggestions are given for selecting, adapting, and developing competency-based education materials. While the focus of chapter 7 is on program evaluation, chapter 8 focuses on the evaluation of staff development. The final chapter presents additional questions and answers concerning competency-based education. This document was selected by the Association of California School Administrators (ACSA) Task Force on Public Confidence as descriptive of a promising practice or exemplary project worthy of highlighting for the California educational community.

Hartel, J. (1986). *A guide to ESL literacy.* Cambridge, MA: Community Learning Center.

This guide is intended for adult educators who work with limited English-speaking students in need of special literacy instruction. It was developed as an outgrowth of classes with adult English as a Second Language (ESL) students from diverse cultural backgrounds. Many of the students had little formal schooling in their native languages. The guide contains four general sections. Section 1, "Recruiting Adults for ESL Literacy" describes some techniques that the program has used to recruit students; Section 2, the "ESL Literacy Assessment", describes tests of students' listening, speaking, reading, and ~writing skills at intake providing numerous texts and examples; Section 3, the "Literacy Learner's Profile", contains two tests measuring students' progress in reading and writing; and section 4, the "Literacy Techniques Manual", describes teaching techniques and curricula for ESL literacy classes. Lesson plans and materials are included in this section; they can be used for teaching phonics and sight words, ESL literacy grammar, reading short passages, using language experience and problem-posing approaches, and teaching real-life situations.

Howard, O. (1988). *Social/personal skills modules. Adult literacy project.* Dennison, TX: Grayson County College.

This personal/social skills training series consisting of five modules is designed to complement basic academic skills and employment skills training. The objective of the training is to address the affective competencies that adults need to attain and succeed in vocational training and employment. An introduction provides materiels for the facilitator, including a list of resource materials, a bibliography, and audiovisual materials. Each module begins with a training outline for structuring each training session. The outline provides for instruction, modeling, self-assessment activities, experiential activities, and feedback and reinforcement. A script serves as a guideline for introducing activities and skill rehearsal. An outline is also presented to provide instructions for using the materiels in the module. Activity sheets for each activity list goals, describe group application, and set forth the procedure. Module topics are self-awareness, assertiveness skills, problem solving and decision making, stress management skills, and communication, skills.

Huggins, K. (1989). *Workplace oral communication I.* Mount Morris, NY: Finger Lakes Regional Education Center for Economic Development,.

This curriculum is aimed at improving the oral communication skills of blue collar and lower management personnel as they interact in the workplace. It is intended to be workplace specific and to move the learner toward a full 12th-grade level attainment. Designed for use in a variety of settings and formats, the curriculum is divided into five sections: small group communication, one-to-one communication, needs-based selling, formal presentations, and questioning and listening skill. Each section begins with an approximate time frame, list of goals, and introduction. The activities within each section consist of these components: background, directions, and any materials or information necessary. Questions and points of discussion are suggested under the heading "processing." The teacher may adapt, modify, add, and delete activities as desired.

Newman, A. (1980). *Adult basic education: reading.*

This book is designed to provide practical suggestions and teaching approaches for both administrators and instructors involved in teaching reading to adults. The book contains the following chapters: (1) " Overview"; (2) "Diagnosing Learner Characteristic"; (3) "Goals and Objectives"; (4) "Planning Assessment"; (5) "Planning Strategies"; (6) "Organization"; (7) "Planning Resources"; (8) "Integrating Learning"; (9) "Implementation t lion "; and (10) " Evaluation of Student/ Instructor Progress." An extensive bibliography and sample diagnostic materials are appended.

Philippi, T. (1989). *Performing task and concept analysis for developing instruction for adult learners.*

Analysis of reading applications in everyday life and on the job should be done at the task level because a task is the lowest level of behavior that describes the performance of a meaningful function. The main objectives of such an analysis are to identify the technical aspects of the actions a learner performs in a functional setting and to identify the prerequisite reading skills and knowledge for those actions. The following 11 steps are performed during the analysis: (1) identify critical tasks during an interview with the learner; (2) observe a competent performer of the critical tasks in action, asking questions that produce information on the worker's mental processes; (3) obtain copies of printed materials used to perform the last task; (4) review the materials to become oriented to the activities, environment, tools and equipment for the task: screen the materials for tasks that are problematic for learners; sequence and prioritize the tasks selected for instructional material development; (7) break down major tasks into steps, substeps, and simple behaviors and identify the required reading, writing, and computation processes employed for each: (8) analyze each task behavior to determine what fact or concept students need to know or learn; (9) document the tasks and the reading, writing, computing processes embedded in each and make instructional objectives of them; (10) categorize the functional tasks by reading, writing and computing processes needed; and (11) retain the printed functional task materials to use with the students (The document contains lists that show applications of reading skills and of writing skills found in the workplace and a sample literacy task analysis format).

(1990). *Pima county adult education workplace literacy project materials, developed January 1989 - March 1990* . Tucsan, AZ: Pima County Adult Education.

Materials relevant to English-as-a-Second-Language (ESL), workplace or vocational literacy education are presented. These materials include: curriculum guides tailored to meet the particular needs of workers in various vocational settings (geriatric centers, a university physical resources department, an aircraft company, manufacturing plants, food service establishment, etc.); a grammar and vocabulary list of terms and phrases relevant to particular jobs; lesson plans designed to teach specific skills and competencies (calling in sick, reporting a problem, distinguishing verb tenses, etc.); sample pre- and post-tests for student ESL assessment; and student evaluation forms. Also included are: a needs assessment questionnaire that allows educators to determine what skills should be taught in particular locations, a selection of course and instructor evaluation materials, and samples of recruitment/publicity flyers. These materials are not aimed at a specific language minority group.

Robinson, B. (1986). *Job club/literacy education program manual*. White Plaines, NY: White Plaines Adult Education Center.

This manual presents a model of the ancillary components that have made the Job Club/Literacy Education Program a successful undertaking for the White Plaines (New York) Adult Literacy Program. Section I for administrators focuses on establishing the service (assessing the need, funding, developing linkages, location), managing the program, program objectives, and what the project accomplishes for adult education and for other agencies. A manager's checklist is provided. Section II addresses providing services to the client. It contains a philosophical statement and describes the basic skills component, learning laboratory, the assessment process, and the Job Club component. Other contents include the Job Club philosophy and descriptions of the recruitment/referral process and retention process. Appendixes include a comparison of career counseling and Job Club, staffing, client sequence chart, literacy education sequence chart, Job Club training sequence chart, sample intake schedule, literacy education progress report, Department of Social Service referral letter, Job Club schedule and sample, and a news article on Welfare recipients who must work to receive benefits.

Roy-Singh, R. (1990). *Adult literacy as educational processes. Literacy lessons*. Geneva, Switzerland: International Bureau of Education.

There are 900 million illiterate people in the world. Because of reflective insights and creative research during the last two decades, the literary process is no longer conceived as a training process that concentrates exclusively on implanting specific mechanical skills. It is now recognized as educational process, as an unfolding of human potential. The educational process is rooted in the human condition and is expressed variously in forms and contents, in practice and methods, in organizations and structures, and in authority, power, and freedom. Myths about literacy and illiterate people foster conceptions of illiteracy as a disease to be eradicated or a pest to be liquidated and of illiterate persons as people affected with illiteracy or as flawed, empty vessels. Under these conceptions, the illiterate learner is considered to be a blank slate, a receiver rather than a participant, and a person to be saved. The practices fostered by the "literacy as salvation" philosophy are centered almost exclusively on the technical drills of reading and writing and other methods appropriate for young children. These practices should be eliminated as the attitudes of the last two decades become more widespread. Among those attitudes are: (1) the adult learner has the central role in defining goals and learning needs; (2) learning is perceived as a continuous and deepening process of critical awareness; and (3) and the diversity of the aims of literacy action is recognized.

Singer, E., et. al. (1988). *Competency-based adult basic education manual for level I (0-4.9) and level II (5-8). A training manual for CBABE instruction and program management.* Cocoa, FL: Brevard Community College.

This training manual was developed as a source of information about Competency-Based Adult Basic Education (CBABE) for administrators, counselors, and teachers involved in the implementation of a CBABE program. After section I provides an introduction to Brevard Community College's development of CBABE curricular section II explains the purposes and use of the manual. Section III discusses aspects of Adult Basic Education (ABE), including the characteristics of ABE learners and undereducated adults in general; the leadership roles played by the program director, school-based administrator, ABE coordinator, counselor, and CBABE instructor/facilitator within a CBABE program; and special statewide programs to promote adult literacy in Florida. Section IV explains the differences between competency-based adult education and CBABE and offers a rationale for and critique of competency-based adult programs. Section V focuses on the CBABE curriculum, including information on the organization and adaptation of instructional materials developed by Brevard Community College as part of the CBABE project. Classroom management, discussed in section Vl includes material on: (1) diagnostic and prescriptive learning, including performance standards, diagnosis, prescription, instruction, evaluation, documentation, and remediation; (2) record keeping; (3) the use and adaptation of learning guides; (4) allowances for variety in students' perceptual learning styles; and (5) special hints for the instructor/facilitator. A variety of forms, charts, self-assessment instruments, a sample student learning guide, an information sheet, and an essay on ABE reading instruction are appended to this section. Section VII considers such aspects of the CBABE as outreach, parenting instruction, and the effective use of volunteers. Staff development and management considerations are discussed in section VIII. The final section provides state standards for adult education courses, a list of acronyms, a glossary, and a CBABE pretest and posttest.

Spence, M. (1985). *Job search workbook. Student book.* Pleasant Gap, PA: Centre County Vocational-Technical School, CIU 10 Bi-County Development Center for Adults.

This manual is intended to assist nonreaders in developing job search skills. It includes materials for use in nine sessions involving the nonreader and tutor. The following questions are addressed in the individual sessions: Am I ready to look for a job? What kind of job do I want? What do I want and need in a job? Where are the jobs? How do I fill out a job application? What is a resume? What do I say on the phone? What do I do at an interview? How do keep on looking? and Now that I've got the job, how do I keep it? Each session is divided into three parts. The first part looks at current job leads and what can be done right away. Part 2 teaches the new objective for the lesson and may include activities. The final part gives assignments to be carried out before the next meeting. The ninth session is intended For use after the student has obtained a job, and the eighth session is intended to set a framework for continuing the Job search for as many sessions as is necessary. All of the session activities and study assignments make an allowance for the fact that the student is a nonreader, and suggestions are provided to help students circumvent some of the difficulties that nonreaders might encounter when doing such things as filling out job applications.

Spencer D. (1990). *Suggested structure for meetings of home-based ESL classes for native speakers of Spanish.*

This guide for volunteer teachers of English a Second Language to Spanish speaker in a home-based program outlines a suggested format for class time and activities. The guide describes how teachers can organize their class periods to promote learner-centeredness and participation in the English learning process. The structure, designed to help organize time, consists of: an opening song, chant, or poem (5 Minutes); silent reflection or relaxation (1 minute) check-in (15-20 minutes), a bilingual round-robin activity for sharing experiences; inquietudes (15-20 minutes), in which students' unresolved questions about English are addressed; planned language activities (60-80 minutes), organized according to student interests, needs and relationships but having specific language-learning objectives; a group evaluation discussion (5 - 10 minutes), a time set aside to assess the class session and find ways to improve the quality of future class meetings; and dialog journal writing (10-15 minutes) Suggestions for adapting each of these time segments to suit class needs are included.

Including Citizens with Disabilities

Special answers for special needs. A guide to available 353 resources. Washington, DC: Office of Vocational and Adult Education, Clearinghouse on Adult Education .

This document is an annotated guide to resources such as curriculum guides, teaching methods, research projects, demonstration projects, audiovisual materials and manuals for use in adult education. The listings are divided into 15 sections that cover the following topics: adult education programs; adults with disabilities; competency-based adult education; corrections education; employability; English as a second language; evaluation; family literacy; life-skills; literacy; older persons; staff development; teaching writing; technology; and volunteers. Each listing describes the materials and provides information on contact person and address, format, and price.

Albright, L., & Cobb, B. (1988, April). Formative evaluation of a training curriculum for vocational education and special services personnel. Paper presented at the Annual Meeting of the American Educational Research Association.

The vocational education program at California State University at Long Beach received a three year grant to design and field-test a training curriculum in the area of curriculum-based vocational assessment for secondary school students with handicaps. A series of eight training modules was developed during the first project year (June 1986 to May 1987). The modules dealt with the rationale for curriculum-based vocational assessment, technical concepts in assessment, steps in conducting a curriculum-based vocational assessment, and procedures for evaluating the curriculum-based vocational assessment process. Field testing of the training modules in a variety of preservice and inservice settings began in the last quarter of the first project year; it is slated for completion at the end of the second year (May 1988) The inservice field tests involved 38 vocational education and special services personnel at sites in three states. Preservice field testing involved six universities throughout the country. The following activities are scheduled for the third project year (June 1988 through May 1989): revision of the entire training curriculum based on evaluative data obtained from preservice and inservice testing; dissemination of the revised products at six workshops; and marketing of the materials by at least one and possibly two professional organizations. Appended are the module evaluation instrument, a product assessment checklist, and a trainer's log.

Brundage, E., et. al. (1982). Assessment of functional abilities of moderate learning students. Cortland, NY: Cortland-Madison Board of Cooperative Educational Services.

The "Assessment of Functional abilities of Moderate Learning Students" test is presented, along with a list of objectives being tested and brief test administration instructions. The test, which was developed by special education teachers of Cortland-Madison, New York, contains test items for the following 12 strands of a curriculum for secondary school students: vocational/work study; environment; health and safety; adult life; home management; child care; money management; leisure time; citizenship; and functional reading, writing, and math. The test is designed to be administered at the beginning of high school to help identify student weaknesses in developing the Individualized Education Program and also to senior high students who are candidates for a certificate award. In addition to a listing of objectives for all 12 curricular areas, information is presented for each objective indicating where the associated test items are located and how the items are to be tested. The objective sheets serve as a summary of what the student knows and does not know. Among the materials included in the student test booklet are the following: a job application form, a pay stub, a map, questions on drugs, a circle graph, a utility bill, a bank statement, questions about loans, questions about common reading materials (e.g., train schedule, food product label, newspaper article, mathematical problems, questions about a grocery advertisements, and questions about geometric figures.

Cheatham, J., & Lawson, V. K. (1990). *Small group tutoring. A collaborative approach for literacy instruction* . Syracuse, NY: Literacy Volunteers of America, Inc.

This document, intended for Literacy Volunteers of America tutors, explains how to carry out collaborative small group tutoring. Chapter 1 explains the benefits of small group tutoring and collaborative learning. Chapter 2 tells what factors to consider when forming a small group (e.g., whether there is a desire to be in a small group, the motivation for becoming a group, and the best time and place to meet). Chapter 3 tells how to get the group started and moving toward improving members' literacy skills. Included are a list of tutor and learner responsibilities and a discussion about group goal-setting. Chapter 4 gives directions for 11 steps that constitute the process to be taken during the group meeting. Chapter 5 addresses evaluation (self-assessment and goal achievement), record keeping (for tutor and learner), and lesson planning. Chapter 6 describes the activity of a group that has been together for some time, in order to show how group work changes over time. Chapter 7 offers encouraging words about the effectiveness of collaborative group instruction. The appendices contain a description of the authors, ideas for stimulating group instruction, other strategies for reading instruction (such as hints for memorization and a discovery method for spelling patterns), sample forms for reading tutors, examples of learner goals, and 31 references.

Daniels, D., et. al. (1984). *An opportunity for a new beginning. A teacher's guide for vocational experiences.* Elizabethtown, KY: Hardin County Board of Education.

This handbook provides teachers with a vocational experience curriculum for special vocational education students in Kentucky. Topics of the 18 lessons are pretest of basic skills, computer instruction, group guidance -- dropping out of school, reading -- increased awareness of career opportunities, language arts -- develop communication skills through writing letters of application, employability skills, mathematical operations, money and work, group guidance -- drug and alcohol awareness, language arts -- development communication skills through writing request letters and personal resumes, library skills community service and your job, computing mathematical averages, fractions, group guidance -- peer influence, group guidance -- opportunities available at school, library skills, and post test. An information sheet for each lesson presents objective, suggested activities, a list of suggested resources, and evaluation. These types of materials may also be provided: information sheets, examples, and tests, Answer keys to worksheets and tests are included.

Dunn, N., et. al. (1988). *Integrating computers and electronic technology into the curriculum for students with multiple handicaps.* Des Moines Public Schools, Iowa.

The monograph is intended to offer eductors a systematic approach to using electronic technology and computers with students having multiple-handicaps. A model is presented which features a top down approach to curriculum with emphasis on developing age-appropriate functional skills useful in future environments. A training sequence based upon pupil ability to assess electronic equipment and computers is outlined. The long-term functional benefits of teaching students to use computers and electronic equipment is stressed. Processes are suggested for matching students to computer hardware and software. The chapter on communication and technology gives examples of training activities and use of various types of equipment. Another chapter focuses on integrating use of technology into the daily instructional routine The last chapter illustrates use of technology with individual students with severe and profound handicaps. Also provided are an instructional progression and decision making flow chart, a computer evaluation form, software review and software inventory forms. A list of resources, lists, equipment and software with addresses of sources) in the areas of switch training and communication software for concept and language development, learning tools, voice output, other output devices, switches and switch interfaces, and alternate keyboard and input devices.

Elting S. (1982, Fall). Trends in microcomputer application in special education. *Journal of Special Education Technology, 5, 4,* 31-32. Paper presented at the Student-Use Media for Severely Handicapped Learners: Microcomputers and You (Nashville, TN)

Project EduTech, designed to provide technical assistance to state and local education agencies, has analyzed current uses of microcomputers in special education (noting the primary emphasis on computer literacy) and identified future needs (including the need for systematic acquisition), and use of microcomputers and for information exchange.

Fitzgerald, G. G. (1984, February). Can the hard-to-reach adults become literate? *Lifelong Learning, 7,* 4-5.

Addresses the problem of why the millions of hard-core illiterate American adults are not being reached by adult basic education programs. Three factors are cited as frequent reasons for nonparticipation: (1) age, (2) satisfaction with present situation, and (3) poverty.

Hayes, M. (1981). Using the paper around us to supplement a life skills curriculum. *Perspectives for Teachers of the Hearing Impaired, 5 , 4,* 5-7.

Such everyday paper materials as cash register receipts, labels, travel pamphlets, and train schedules provide a wealth of excellent materials for teaching life skills and functional reading to multihandicapped hearing-impaired students. Possible activities include comparing grocery receipts and conjecturing about the shoppers and reading medicine labels and prescriptions.

Hilliard, A. O. (1989). *Public support for successful instructional practices for at-risk students.* ERIC Clearinghouse on Literacy Education.

It is possible for at-risk students to perform at demanding academic levels, and their achievement can be improved dramatically in a relatively short time. Effective ways to teach at-risk children have already been identified; no new research is needed. This report covers the following specific issues related to educating high-risk students. It describes and explains: (1) appropriate pedagogy; (2) the concept of at-risk; (3) the impotence of reform attempts; (4) problems with the use of effective-schools research results; (5) making success with at-risk students a reality; (6) teacher education and at-risk students; (7) the failure of educators to be guided by known success; (8) why well-intended public policy efforts fail; and (9) making public policy for success with at-risk students. The report also provides a list of the following examples of effective programs for at-risk students: (1) "Ball-Stick-Bird"; (2) Marcus Garvey School; (3) Project SEED; (4) Dunbar Elementary School; (5) Dynamic Assessment and Instrumental Enrichment; and (6) Adult Literacy. Two resources and 15 references are included.

(1984). *Learning again. A guide to helping dysphasic adults with basic communication skills.* London, England: Adult Literacy and Basic Skills Unit.

This guide is intended to assist individuals including therapists, relatives and friends, and volunteer and paid tutors, who are attempting to help adults relearn communication skills lost through stroke or accident. The first section examines dysphasia and the needs of dysphasics in an attempt to help the layperson understand the causes of dysphasia and its effects on a person's ability to communicate. A section on assessment covers initial and formal assessment, reassessment, and prognosis. It provides guidelines for assessing students' skills in the areas of understanding, speech, reading, and writing; discusses the need to record assessment finding; and describes making effective tutoring plans. The next section covers using a tutoring plan and examines the areas of understanding, speech, reading, and writing in general terms. Four case studies and appropriate teaching strategies for use in each situation are presented in the next section. Provided next is a list of books and materials that tutors working in the field of dysphasia have found useful. A tutorial project to help dysphasic adults that is operating in Essex, England, is described with special emphasis on the details of setting up service delivery (including necessary liaisons, ways of finding and using helpers, training for tutors, student recruitment difficulties in finding appropriate transport and possible organizational patterns). Concluding the guide is a list of useful references and addresses.

Lytle, S., et.al. (1986). *Literacy theory in practice: assessing reading and writing of low-literate adult*. Philadelphia PA: Pennsylvania University, Literacy Research Center.

This paper presents the preliminary results of a short-term longitudinal study of the impact of literacy instruction on the lives of 76 adults enrolled in a literacy program at the Center for Literacy in Philadelphia. It begins with an extensive review of literature on literacy, adult literacy and adult literacy assessment. It describes the Initial Planning Conference, a structured interview, which was designed to collect information relevant to the adult's perceived needs and interests. The preliminary findings are presented under the following topics: (1) Who comes for literacy instruction?, (2) Why do adults seek literacy instruction? How do they expect it to affect the quality of their lives?; (3) What do they say they can already do with reading and writing?; (4) What are their strategies for coming with others' expectations that they read and write?; (5) What types and uses of print are they aware of in their environment? What do they use and for what purpose?; (6) What are their perceptions of the processes of reading and writing; (7) How well do these adults read and write?; and (8) What strategies do they use in dealing with print? How do these adults cope with difficulties in reading and writing? Appendices include a demographic summary for those interviewed, their age and education distributions and their responses to the picture reading task. Four pages of references conclude the document.

McAlister, E., & Bickley, A. (1983). *Handbook for the teaching of beginning adult learners and/or adults with learning problems. A product formulated for staff development of adult educators, volunteer tutors and instructional aides.* Darlington County School District.

Based on a graduate course, this manual was written to help instructors (professional or volunteer) understand and teach beginning adult learners and other adults with learning problems The manual is organized into seven sections The first two sections provide background information on the development of the manual and suggest ways that it can be used. In the third section, a brief history of adult education is given. Section 4 presents some practical applications of learning theories affecting adult education, while section 5 provides information on student assessment, including rationale, auditory discrimination, visual perception, modalities, verbal intelligence, letter symbol recognition, reading, inventories, math inventory, and achievement tests. The last two sections include the following resources: materials to supplement the Laubach reading instructional method and aids for adult basic education students. The manual is intended to be used as inservice for adult basic education teachers, supplemental training for Laubach volunteer tutors, workshops for teachers of adults with learning difficulties and everyday reference for all adult teachers, directors, and volunteer tutors.

Shaw, E., et.al. (1986). *Project INTERFACE: identification of effective implementation strategies for integrating microcomputer instruction into ongoing educational services for the handicapped. Final report, 1984-86.* Westbury, NY: Nassau County Board of Cooperative Educational Services.

The monograph describes Project INTERFACE, a 2-year collaborative effort among the Board of Cooperative Educational Services (BOCES) of Nassau County (New York), Long Island University, and three local school districts. The project identified the "most effective" implementation strategies for integrating microcomputer instruction into ongoing educational services for the handicapped and then analyzed descriptive documentation of "most effective practices" as they existed in BOCES and local school districts. Analysis of rating scales completed by 25 experts in microcomputer education and special education found that more than 70% of the experts identified the following issues as important for effective microcomputer implementation: a formal needs assessment coupled with long and short goals and a written philosophy/policy statement; specific budgetary allocations with incremental increases; systematic evaluation of 11 aspects of the microcomputer program; a districtwide coordinator position for microcomputer/special education; definite maintenance contracts and policies; consistent information dissemination; a districtwide committee for the review of hardware; separate computers used for instructional and administrative functions; a committee to review and select software; computer literacy incentives for teachers; inservice training.

Wermuth, T., & Maddy-Bernstein, C. (1989, October). *Exemplary career vocational education program for special population*. Paper presented at an International Conference for the Council for Exceptional Children's Division on Career Development.

The technical assistance for special populations program of the National Center for Research in Vocational Education (University of Illinois site) undertook a national survey of professionals in vocational education for special needs students to determine how they identify effective programs. Of 500 questionnaires distributed, 366 were returned. Respondents hold a variety of positions on diverse educational settings, most at the secondary level. The primary group of special needs students served were those with disabilities but also included disadvantaged, dropouts, single and teen parents, limited English proficient individuals and immigrants, nontraditional students, displaced homemakers, dislocated workers, and prisoners and offenders. Respondents rank-ordered five elements of outcome-related evidence believed to be most credible in judging program effectiveness. Based on this information 19 components of exemplary programs were categorized as concerning program administration, curriculum instruction, comprehensive support services, formalized articulation and communication, or occupational experience. These factors will be used in a national search for exemplary programs and are currently being pilot tested at six sites.

West, L. (1989). *Functional curriculum for transition: a resource guide*. Columbia, MO: Missouri Universoty, College of Education.

This guide is designed to provide secondary teachers and administrators with the information necessary to adapt or develop a functional curriculum for children and youth who display academic difficulties. (A functional curriculum teaches functional skills in the most appropriate setting for specific skill acquisition.) It provides suggestions of methods to teach students with special needs. An overview of functional curriculum is provided within this guide. In addition, specific details of its components and suggestions on how to develop a functional curriculum are included. The guide can also be used as a reference to educational programs that may already be functional in nature. Extensive appendixes include: guidelines for establishment of priorities among skill areas; instructional materials review; parent/guardian transition questionnaire; parent questionnaire; home leisure activities survey; peer recreation/leisure activities survey; needs assessment for transitional planning from school to community; job analysis form; job bank. student job match form; sample individualized education plan; sample individualized vocational education plan; a list of publishers with addresses; and a list of 65 references.

Working together - an approach to functional literacy. (3rd Ed.). London, England: Adult Literacy and Basic Skills Unit.

This book is intended to help adult literacy tutors look at the variety of reading tasks in the adult world and see what use they can make of them with their students. In Chapter 1, the tutor looks in depth at all the reading and writing tasks adults do. The message and medium aspects of literacy are introduced. Chapter 2 presents an overview of the need to choose relevant tasks and discusses the message and medium aspects in more detail. A selection of real-life tasks is listed; a suggested list of relevant literacy skills is also provided. finally, five sets of questions are suggested to help tutors relate these skills to student needs. Chapter 3 contains four separate, detailed examples of adult reading and writing tasks, with activities relating these to the structures suggested in Chapter 2. In Chapter 4 the tutor is asked to work through one of the tasks with other tutors. Ways in which teachers in groups might use the ideas in the book are suggested. A section addressed to organizers asks them to consider the training and resource needs of this approach. An appendix raises three issues helpful in implementing the approach: newsletter production, tape recorder use, and text simplification.

Program Development

(1986). *Adult education. Proven exemplary educational programs and practices: a collection from the National Diffusion Network (NDN).* Lansing, MI: Michigan State Board of Education.

This booklet provides descriptions of 16 adult education programs that have been validated as successful by the Joint Dissemination Review Panel (JDRP) U.S. Department of Education and that are being promoted by the National Diffusion Network (NDN). Although the programs were developed by individual school districts in response to local needs, the programs are available for adoption by other districts. Introductory pages include an alphabetical table of contents and an index of programs by the category or categories for which the program has been validated. Categories are assessment system, basic skills career education, college program, competency-based education, daily living skills, diagnostic teaching, emotional disturbances, functional literacy , high school equivalency, individualized instruction, language arts, learning disabilities, learning skills, mathematics, migrant education, nontraditional education, parent education, physical education, preschool education, prescriptive teaching, program administration, reading, remedial reading, rural schools, special education, staff development, summer programs, tutoring, and volunteers. In addition to providing a detailed description of the program and the name, address, and telephone number of a contact, a program entry may include this information: audience, requirements, costs, and services

Bedard, R. (Ed.) (1989, June). Proceedings of the annual Conference of the Canadian Association for the Study of Adult Education. Canadian Association for the Study of Adult Education.

These proceedings contain 23 papers in French and the 45 papers in English, including: "Telecommunications and the Adult Learner" (Dillon); "Reaching the Adult Learner Through Television" (Dillon, Ryan); "Job Search Experiences of Graduates Following the Basic Job Readiness Program" (Fallis); "Adult Transitions" (Helm, Patrick); "learning in the Workplace for Unskilled Workers" (McEachern); "Prior Learning Assessment" (Sansregret); "Workplace Literacy Demands" (Taylor).

Brandt, R. (1985). *Manual for volunteer literacy site managers*. Philadelphia, PA: Center for Literacy, Inc.

This manual is designed to serve as a step-by-step guide for managers of volunteer adult literacy sites. It discusses day-to-day responsibilities, suggests procedures, and provides forms and directions for their use. The guide is organized in four sections. Following information on the guide and background information on literacy education in sections 1 and 2, the guide focuses on the position of manager in section 3. Topics covered include publicity for awareness and recruitment; initial contact; waiting list; interview/orientation/assessment; match/first meeting of volunteer tutors and adult literacy students; support—first month and ongoing; and match/termination/rematch/termination . A 30-item bibliography lists books, articles and tests. (Some information and examples are geared toward Philadelphia, where the program on which the guide is based was conducted.)

Darling, S. (1983). *Organizing a successful adult literacy program* . Louisville, KY: Jefferson County Public Schools.

This administrator's guide, one in a series of works dealing with adult literacy education, surveys the essential components of adult literacy program development and management and details the related experience of the Jefferson County Adult Reading Program (JCARP) in Louisville, Kentucky. Addressed in the individual sections of the guide are the following topics: organizing for success (creating public awareness, assessing community needs, prioritizing needs, setting objectives, establishing a time line, and gathering community support); staff development and training (staffing structures and levels, the volunteer program, staff training, and staff retention and morale); student recruitment and retention (student characteristics, guidelines for successful recruitment of adult reading students, student intake and orientation, and student retention); instructional design (major movements in literacy instructional design, the JCARP instructional design, choosing instructional methods, JCARP materials, student evaluation and placement, and JCARP testing instruments); and accountability and evaluation.

Hollister, J. A. (1988, April). *The Michigan opportunity card* . Speech presented at the National Conference on State Literacy Initiatives.

The work force in the State of Michigan is currently below the projected educational levels for new jobs since more than half the new jobs that will be created between now and the year 2000 will require some postsecondary education. The biggest single problem that exists for Michiganians attempting to upgrade their skills is that there are so many programs available—all with different intake procedures, standards, and purposes. A strategy for improving Michigan's skill-building system was developed as a result of an adult literacy task force study. This skill-building system is called the Michigan Human Investment System and is comprised of two key components: the Michigan Opportunity Card and the Michigan Human Investment Fund. The Michigan Opportunity Card resembles a bank card and offers access to the 70 separate adult training and educational programs for all adults in Michigan. The card has a computer chip embedded in it which encodes information, about the cardholder of interest to the various job training, educational assessment and referral and placement agencies and programs in Michigan. The card is designed to provide both easy access by the user and a method for the state to track a user's progress in the system. The Human Investment Fund provides the infrastructure to assure that the card operates smoothly and transparently for the user, as well as assuring fiscal accountability.

Metz, E. (1989). *The issue: adult literacy assessment*. ERIC Digest. Bloomington, IN: ERIC Clearinghouse on Reading and Communication Skills.

Intended to help adult education teachers and administrators select the type of adult literacy program that works best for their students, this digest surveys nine different programs and discusses the assessment methods used for each program. The programs examined are: (1) Time to Read; (2) Center for Literacy program; (3) Federal Prison System program; (4) Project: LEARN; (5) City University of New York Adult Literacy program; (6) Greece Central School District Continuing Education program; (7) CASAS (Comprehensive Adult Student Assessment System); (8) Literacy Volunteers of America-Danbury, Connecticut program; and (9) California Literacy Campaign.

Norton, M. (1988). *Literacy for living conference papers*. 12th Australian Council for Adult Literacy National Conference, Brisbane, Australia.

This document contains 43 papers on many aspects of adult literacy: "Literacy, Human Rights and Equality of Opportunity" (Einfeld); "Overcoming Illiteracy" (Marquet); "The Literacy Issue" (Crocker); "Literacy and Civil Liberties" (O'Gorman); "Designing a Tutor Training Program for Tutors of ESL (Bowyer); "Catch the Spirit" (Stephens); "Reading, Writing, and Problem Solving" (Thiering) "Making the Band Aids Stick" (Bentley); "Two minutes from Experiences of Literacy Campaign in Thailand (Kaewsaiha); "Beghilos and the Pig Problems (Hawke); "Issues in Adult Literacy" (Kindler); "Training Tutors for Adult Aboriginal and Torres Strait Islander Literacy/Numeracy Students" (Lewis); Alice and the Magic Mushroom or an Adult Literacy Organizer in Townsville" (Barclay); "Overcoming Disabilities (Hoskisson, Eden); "Positive Factors of Participation for Women in Prison Literacy Programs (Cassidy, Sim); "The Effect of Language Analysis on Teaching in Adult Literacy" (Evans); Adult Basis Education -- its Role in the Reeducation of Brain Injured People" (Curtis); "Teaching Reading in Adult Basis Education Content Areas" (Johnson); "Literacy Programs for Deaf Adults" (Boardman); "Recognizing, Responding, Remedying -- The Three 'Rs' Library and Information Services" (Moon); "The Advantages of the Computer in Teaching Adult Literacy" (Howie); "Potential Unexploited: Public Libraries and Adult Literacy" (Cram); "Innovative Methods Equal Successful Results" (Brozie); "Training Tutors" (Dundas, Strong); "What can I Read?" (Treloar); "The Use of an Informal Preliminary Interview in Developing Individual Literacy Programs for Adults with Disabilities" (Watson); "Writing Is for Everyone" (Treloar); "Barriers to Participation in Prison Literacy Programmes" (Black); "Literacy Funding" (Haughton, Hurley); "Hello? Hello? Hello? Using Interactive Communication Technologies to Improve Literacy" (Lundin); "Students in Access Classes" (Cornish); "They Can Read -- Try Another Way" (Rock, Whales, Russell); "Managing the Comprehension Gap with Health Instructions" (Doak, Doak); "Literacy and Numeracy Provision for Mildly Intellectually Disabled Adults" (Learmont); "Interactive Reading" (Strempel); "'Hey, Miss, I Can't Read These Notes'" (Greenland); "Accelerative Learning", (Strempel); "The Language of Mathematics" (Tout); Curriculum Processes for Adult Migrant Literacy Materials" (Burton); "Doing Case Study Research" (Grant, Treloar); "Will National Core Curriculum Courses Produce Apprentices Who Cannot Read?" (Hope); "Libraries and Literacy" (Reid); and "Communication Skills for Hearing Impaired Young Adults" (Salver).

Parker, J. (1986). *Catalog of adult education projects, fiscal year 1986*. Washington, DC: Office of Vocational and Adult Education, Clearinghouse on Adult Education.

This catalog, which describes over 350 projects, is the ninth in a series of annual listings intended to inform adult educators about projects funded under Section 310 of the Adult Education Act. The projects are organized according to the following areas: administration, assessment, community linkage, computer-based programs, correctional education, counseling, diploma programs, disabled adults, dissemination, employability, English as a second language, general educational development, life skills, literacy, recruitment, staff development, technology, and volunteers. Each project description contains some or all of the following: project title, contact person, funding data, objectives, and products generated. Appendixes to the catalog include a cross-reference index and a list of State directors of adult education.

(1989). *Perspectives on organizing a workplace literacy program*. Arlington, VA: Arlington County Public Schools.

This handbook capsulizes the many steps in developing, implementing, and evaluating a workplace literacy program, and is written from the perspectives of both the educator and the employer. The handbook has been written for business leaders and for adult basic education and English-as-a-Second-Language (ESL) educators. While the suggestions in the handbook are useful for any business, and either basic skills or ESL programs, the curriculum sections and some examples are drawn from ESL experience in hotels. Each of the two sections outlines the considerations in initiating a workplace literacy program and an action plan. The education section discusses specific steps in curriculum development, teacher selection, program evaluation, and pre- and post-testing. The business section outlines preparatory steps for contributing to a program partnership. Appended materials include an application, employer needs assessment, employee progress report, a student self-evaluation, a supervisor rating, and class evaluation forms, a language functions and vocabulary chart, and a 46-item bibliography.

Phillips, K., et. al. (1987). Affective aspects of adult literacy programs: a look at the types of support systems, teacher behavior and materials that characterize effective literacy programs. San Francisco, CA: Far West Lab for Educational Research and Development & Andover, MA: Network of Innovative Schools, Inc.

To determine the effect of attention to affective needs on the success of adult literacy programs, researchers analyzed data from 400 programs nominated by advisors to the National Adult Literacy Project (NRLP), and selected a sample of 15 for the field research. The sample Programs included three military, three prison, three English as a second language, two job skills centers, one library, and one community based. At each site, program administrators, teachers, counselors, and students participated in formal and informal interviews, and program materials were reviewed to gather information on (1) counseling for academic and vocational, human development, and empowerment purposes, as well as peer support and ancillary support systems (e.g. child care); (2) staff composition and teacher attitudes and behavior; and (3) types of materials and their appropriateness for student needs, concerns, learning style, and contexts. In general, it was found that teachers carry the main burden of counseling and other support; peer support is an important need of adult learners; ancillary supports reflect a programs values; assessment of human development and empowerment gains is difficult; and the teacher's attitude of respect for the learner's background and experience is crucial to program effectiveness.

Pleasant, G. (1984, April). *Factors influencing functional literacy performance among adult basic education students*. Paper presented at the Joint Conference of the Commission on Adult Basic Education, the Maryland Association for Adult, Community, and Continuing Education, and the Maryland Department of Education.

A comprehensive profile of the adult learner and his or her literacy performance was educed by examining factors that are manifestations of both the formal school experience and the environment. Multiple regression analysis was used to determine the tenability of 10 research hypotheses that each included one of the 10 literacy subtests of the adult Performance Level Assessment. A secondary analysis was performed across sex and race subgroups to determine if the hypotheses were valid for those groups. Data were collected using four instruments: a demographic questionnaire, the Adult Performance Level Assessment, the Wesman Personnel Classification Test, and the Moos Family Environment Scale. The final sample was comprised of 76 adult basic education students attending a four-week summer school session in Montgomery County, Maryland. Four hypotheses involving literacy performance in community resources, consumer economics, government and law, and identification of facts and terms were accepted. The secondary analysis revealed that the selected factors had a differential influence on literacy performance for sex subgroups but not for race subgroups. The most important finding was that the environmental perceptions significantly influenced each of the 10 performance subtests.

Russ-Eft, D., et.al. (1979). *Identification of issues in adult basic education. Technical report no. 1.* Palo Alto, CA: American Institutes for Research in the Behavioral Sciences.

This report summarizes the major literature dealing with the following major issues in adult basic education (ABE): target and demand populations (size, characteristics, and subgroup of the ABE population and the decline in participation); services provided (the purpose of the Adult Education Act, objectives and goals of ABE, problems of recruitment and retention, ABE instruction, counseling services, diagnosis of abilities, methods of credentialing; organization for delivery of services (staff characteristics; use of aides, paraprofessionals, and volunteers; staff training; program location and facilities; coordination of services; evaluation, monitoring, and reporting; and program innovation and improvement); and finance of ABE (lack of commitment; use of limited resources; alternative methods of support; and Federal, state, local, and participant roles). Also provided is a 360 item annotated bibliography of works with the following topics: administration/staffing, ABE, adult competency/adult performance level, aging, information sources, characteristics and disabilities of adult learners, dissemination, evaluation, finance, future issues, government role, history, innovation, instruction and curriculum, international concerns, library programs, lifelong learning, media, philosophy, program planning, literacy, recruitment/retention, research, teacher training, and vocational/occupational training.

Telles, P. E., & Thompson, R. E. (1987). *Community referral system handbook* . El Paso, TX: El Paso Community College.

Based on the experiences of a literacy center in Texas, this handbook is intended to assist adult educators in developing a similar program in their community. The purpose of the literacy referral system is to provide educationally and economically disadvantaged adults with an individualized educational and employment plan based on an assessment of their reading skills and educational and vocational goals. The personalized plan enumerates the steps necessary to improve the student's reading skills and achieve the goals and makes referrals to resource centers. The handbook describes the guidelines that were used to establish the literacy referral resource system. In particular, discussions of the steps needed to develop the resource system directory and to research and select the appropriate assessment instruments are included. There is also information on training the staff, piloting the program, and developing the appropriate materials that will help the system to run more smoothly; intake forms, referral forms, follow-up forms, and the individualized educational and vocational plan are appended. The appendix also supplies an extensive flow model that separately outlines the fundamental steps for six different types of persons participating in the program. In creating the program, consideration was given to both the needs and characteristics of the staff and the students participating in the program. (Preliminary results from the pilot study of 54 adults with low literacy skills were very positive,. showing the referral resource system to be a valuable and useful program that seems to benefit many disadvantaged persons who are unfamiliar with the vocational opportunities that exist.)

Thompson, L. (1988). *Even start: factors to consider in planning an intergenerational literacy program* .

A summary of the research on adult literacy indicated factors which make an effective program: recruitment of students centered on personal contacts, individual intake conferences, and sensitive and compassionate teachers with high morale about the program. A summary of the research in preschool literacy programs stressed that factors associated with parents, family, or home environment have a greater impact on achievement than school-related factors. A repeated theme in the research was the need to provide preschoolers with lots of reading and other language arts experiences. The most common model of intergenerational literacy programs involved training parents in the development of their children's literacy. The model used for the Even Start legislation combines adult literacy, preschool education, and parent training. Progress of the adult and family as a learning unit is a major goal; activities are provided to foster general literacy, self-esteem growth, and parent-child literacy experiences. Suggestions for planning an Even Start program include: (1) conduct an assessment of adult and preschool literacy needs in the community; (2) establish priorities based on the needs identified; use these priorities to set objectives for the program; (3) based on the objectives, design the Even Start program; (4) plan the program evaluation as part of the program design; and (5) implement the program as planned, and make refinements and changes as indicated and necessary. (One appendix includes suggestions for planning an Even Start program; 20 references and a copy of "Intergenerational Literacy Programs: Even Start" (a set of program guidelines detailing the requirements of the legislation) are attached.

B. Additional Resources

Part B contains additional resources organized under the same descriptors as Part A: Assessment/Evaluation; Curriculum Development; Including Citizens with Disabilities; and Program Development. Many of these resources were used in the writing of this manual. We, the authors, feel these materials best complement the ideas, strategies and processes described throughout this manual. State wide support services for persons with disabilities are included in this section under *Including Citizens with Disabilities*.

Assessment/ Evaluation

Comprehensive adult student assessment system - CASAS . 2725 Congress Street, Suite 1-M, San Diego, CA 92110, 619/298-4681.

The CASAS is a non-profit organization which provides learner-centered curriculum management, assessment, and evaluation systems to education and training programs in the public and private sector. CASAS is recognized as an exemplary program in the area of adult literacy. Programs through CASAS of special note to literacy programs include the Stretch Curriculum Assessment Project for adult learners with special needs and the CASAS Curriculum Index and Matrix.

Freagon, et. al. (1983). *Individual student life skills profile system for severely handicapped students*. DeKalb, IL: Northern Illinois University and the DeKalb County Special Education Association.

Groteloeschen, A. , Goola, D., & Knox, A. (1975). *Evaluation in adult basic education: how and why* . Prepared by the Adult and Continuing Education Section, Illinois State Board of Education.

Lytle, S. L., & Wolfe, M. (1990). *Adult literacy education: program evaluation and learner assessment (Information Series No. 338)* . Columbus, OH: ERIC Clearinghouse on Adult, Career, and Vocational Education.

Increased attention to adult literacy has not been accompanied by resources to support systematic program evaluation. The authors provide information to shape the design of evaluation, beginning with considerations of adults as learners, concepts of literacy, and educational contexts. Their paper examines resources for planning program evaluations, such as surveys, handbooks, instruments, and policy studies, and four approaches to assessment: standardized testing, materials based, competency based, and participatory. Ten critical features of a framework for program evaluation and learner assessment in adult literacy education are presented. sck ($8.75) ADDRESS: ERIC Clearinghouse on Adult, Career, and Vocational Education, Center on Education and Training for Employment, The Ohio State University, Publications Office, Box F, 1900 Kenny Road, Columbus, OH 43210-1090, 614 292-4353, 800-848-4815

Martin, L. G. (1987). *Youthful high school noncompleters: enhancing opportunities for employment and education (Information Series No. 316)*. Columbus, OH: The Ohio State University, Center on Education and Training for Employment.

This monograph reviews the employment problems and needs of youthful noncompleters, examines important elements of exemplary educational and training programs, and offers recommendations for enhancing employment and education opportunities. It is organized into five sections. The first section discusses high school noncompletion as a national problem by exploring the scope and consequences of school noncompletion. Section two provides an overview of the types and levels of effectiveness of employment and training programs and a case history of one exemplary program. Section three provides an overview of the types and levels of effectiveness of adult literacy programs and a case history of one exemplary adult basic education (ABE) program. Section four identifies the types of alternative high school programs and provides a case history of one exemplary program. Section five provides a summary of the extent to which the education and learning needs of out-of-school youthful noncompleters are currently being addressed and makes recommendations for enhancing the opportunities for the employment and education of this population. These recommendations include: (1) guarantee continuous funding from federal, state, and/or local sources as long as the programs demonstrate success; (2) create a point system for increased financial rewards for programs that successfully recruit and retain out-of-school youthful noncompleters; (3) encourage programs to develop strong formal and informal linkages with community-based organizations to address two of the major problems of youthful noncompleters: low family income and a life-style and family history of social isolation; (4) strengthen the loose network of programs that serve youthful noncompleters to form a comprehensive network of services; and (5) encourage research to develop a greater understanding of the appeal of different types of programs to various segments of youthful noncompleters. (59 pages, $7.00) ADDRESS: Center on Education and Training for Employment, The Ohio State University, 1900 Kenny Road, Columbus, OH 43210-1090, 614292-4353 in OH, 800-848-4815 out of state

Miller, J. V., & Imel, S. (1987, January). *Some current issues in adult, career, and vocational education* . Columbus, OH: ERIC Clearinghouse on Adult, Career, and Vocational Education. (ERIC Document Reproduction Service No. ED 281899)

Wolf, D. P. (1989). Portfolio assessment: sampling student work. In *Educational Leadership*, April 1989.

Curriculum Development

Balcazar, F., & Fawatt, S. (1988). *Recruiting mentors and potential helpers: volumes I and II.* Lawrence, KS: University of Kansas, the Research and Training Center on Independent Living.

Brown, L., et. al. (1980). Utilizing the characteristics of a variety of current and subsequent least restrictive environments as factors in the development of curricular content for severely handicapped students. In Brown, L. et al. (Eds.) *Strategies for Teaching Chronological Age Appropriate Functional Skills to Adolescent and Young Adult Severely Handicapped Students. IX,* Madison, WI: Madison Metropolitan School District.

Carpenter, T. (1986). *The right to read: tutor's guide to the Frontier College student centered individualized learning (SCIL) program* . Toronto, ON, Canada: Frontier College.

Freagon, S., et. al. (1983). *Curricular processes for the school and community integration of severely handicapped students ages 6-12. Project replication guide* . DeKalb, IL: Northern Illinois University.

Hudley-Paul, C. (1990). *Reading for educational achievement and development* . Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.

COMMERCIALLY AVAILABLE CURRICULA

Beers, J., et. al. (1987). *Reading for today, series.* Austin, TX: Steck-Vaughn Company.

Jolly, J., & Robinson, L. (1988). *Real-life English, series.* Austin, TX: Steck-Vaughn Company.

Keefe, D., & Meyer, V. (1991). *Read it! A new approach for adult readers.* Glenview, IL: Scott, Foresman and Company.

Koch, K. D., et. al. (1989). Personal stories. A book for adults who are beginning to read, series. Palatine, IL: Linmore Publishing, Inc.

Kransberg, D., & Wolfgang, J. (Eds.) (1981). *Consumer economics. Beginning classroom modules*. Belmont, CA: David S. Lake Publishers.

Levin, B. J. (1990). *Real life reading*. New York, NY: Scholastic Inc.

Short, J. R. (1980). *The newspaper: and alternative textbook*. Belmont, CA: David S. Lake Publishers.

Soule, J. (1990). *The adult new reader learns the library. Curriculum ideas for librarians and adults*. Janesville, WI: American Library association.

Williams, M. (1985). *Read all about it!! Tutor adults with daily newspaper*. New York: Literacy Volunteers of America.

Including Citizens with Disabilities

Forest, M. (1989). It's about relationships. Cited in *Inclusion* , Expectations Unlimited, Inc., P.O. Box 655, Niwot, CO.

Forest, M., & Kappel, B (1988). *It's about learning*. Toronto, ON, Canada: Inclusions Press, The Centre for Integrated Educational and Community.

"An exciting approach to teaching adults who have been labelled 'bad', sad, mad, and can't add and have been pushed out, kicked out, or dropped out of traditional education. The Student Centered Individualized Learning (SCIL) program is told through stories from the streets and from the heart." (Patrick MacKan)

Fullwood, D. (1990). *Chances and choices*. New York, NY: Paul H. Brooks.

Galloway, C. (1980). *The roots of exclusion*. Sacramento, CA: California Institute on Human Services and the California Department of Rehabilitation.

Kappel, B., et. al. (Eds.) (1990). *The heart of community is inclusion*. Minneapolis, MN: Minnesota Governor's Planning Council on Developmental Disabilities.

Literacy: an issue for blind and visually impaired Canadians. (1990). Prepared by the Canadian National Institute for the Blind.

O'Connell, M. (1988). *The gift of hospitality: opening the doors of community life to people with disabilities*. Evanston, IL: Northwestern University, The community Life Project, Center for Urban Affairs and Policy Research.

Parent to parent: a guide for parents of children with special needs. (1990). Prepared by and available through the Office of the Secretary of State, Springfield, IL.

This Manual is designed as a resource directory. It is organized alphabetically by county and lists support groups, local agencies, toll free numbers, etc. Agencies of special note to literacy providers represented in this directory include: Centers for Independent Living, Advocacy Organizations and Library Systems.

Pearpoint, J. (1991). From behind the piano. Cited in *Inclusion* , Expectations Unlimited, Inc., P.O. Box 655, Niwot, CO.

Pearpoint, J., et. al. (Eds.) (1991, Fall). *Inclusion news*. Toronto, ON, Canada: Centre for Integrated Education and Community.

Perske, R. (1980). *New life in the neighborhood: how persons with retardation or other disabilities can help make a good community better*. Nashville, TN: Abingdon Press.

Perske, R., & Perske, M. (1988). *Circles of friends*. Nashville, TN: Abingdon Press.

Stroud, M., & Sutton, E. (1988). *Expanding options for older adults with developmental disabilities: a practical guide to achieving community access*. Baltimore, MD: Paul H. Brookes Publishing.

STATEWIDE SUPPORT SERVICES FOR PERSONS WITH DISABILITIES

Secretary of State Literacy Office / Illinois State Library. Springfield, IL. A resources collection for literacy programs. Contact Connie Miller, 217/785-6921.

Illinois Postsecondary Support Service Providers Network: Directory of Directories.

This directory is designed to assist service providers and advocates to locate resources to support adults with special needs. Available through the Illinois Postsecondary Support Service Providers Network and the State of Illinois Literacy Office.

Alliance on Developmental Disabilities. 1624 W. Grand Avenue, Chicago, IL 60622, 312/829-0558. The purpose of the Alliance on Developmental Disabilities is to improve the quality of life of persons with developmental disabilities by providing services to individuals, families, professionals, and agencies. Services include lending of instructional materials, providing inservice training, promoting networking and sharing of adaptive materials and techniques. The Alliance on Developmental Disabilities also produces a newsletter.

Illinois State Library Specialized Services. 300 S. Second Street, Springfield, IL 62701-1796, 217/782-1891. Contact H. Neil Kelley. Following are descriptions of two servicess supported by the Illinois State Library.

Talking Books Program

The Illinois Network of Libraries Serving the Blind and Physically Handicapped is funded by grants from the Secretary of State and the Illinois State Library. Six subregional libraries located at library systems serve partons in specific geographic regions. The Illinois State Library contracts with the Chicago Public Library for operation of the regional library which coordinates the activities of the subregionals while following the service philosophy set by both the Library of Congress and the Illinois State Library.

The Library of Congress provides, free of charge, most of the material in the program as well as the special tape and record players needed to listen to them . Formats include cassette books, books on disc, and Braille books . There are over 50, 000 titles in the program ranging from bestsellers, light fiction, and westerns to classics and nonfiction. Some titles are available in foreign languages. New titles are constantly being added to the collection. In excess of seventy magazine titles can be obtained

through the program . The 18, 000 patrons in Illinois will read over 870, 000 books this year . Anyone unable to hold or read regular print material comfortably due to a physical or visual disability, regardless of age, and whether the condition is permanent or temporary is eligible for the service.

Illinois Radio information Service

Radio reading services in Illinois are supported in large by grants from the Secretary of State and the Illinois State Library . Ten services in Illinois provide a way for the same clientele outlined above to receive up-to-date information such as local newspapers. Special closed band receivers are issued free of charge to patrons who can then pick up daily broadcasts that include grocery ads, local news, obituaries, talk shows and other topical information not available through the talking book program to the impaired.

These services are provided free of charge to eligible patrons in Illinois. Contact any public library for information and application forms. If further information is needed contact the Illinois Regional Library for the Blind and Physically Handicapped at 1-800-331-2351. 1055 W Roosevelt Road Chicago, Illinois 60608.

The Illinois Chapter of The Association for Persons with Severe Handicaps (IL-TASH). Bill Peters, DCSEA, 4418 Maple Street, Cortland, IL (815) 758-0651.

Illinois Planning Council on Developmental Disabilities. 830 S. Spring Street, Springfield, IL (217) 782-9696; 100 W. Randolph, 10-600, Chicago, IL (312) 214-2080.

Illinois Department of Mental Health and Developmental Disabilities (DMHDD). 401 S. Spring Street, Springfield, IL (217) 782-7393.

Illinois Department of Rehabilitation Services (DORS). 623 E. Adams, P.O. Box 19429, Springfield, IL 62794-9429, 217/782-2093 and 217/782-5734 (TDD). The following informational resources are included on the following pages: the Resource Center Fact Sheet, Independent Living Fact Sheet, Directory of Illinois Centers for Independent Living, General Information Brochure, and Home Services Program Brochure.

Resource Center Fact Sheet

INTRODUCING YOU TO THE
RESOURCE CENTER

A library and computerized information service
operated by the Illinois Department of Rehabilitation Service

What are the key features?

The Resource Center is located on the first floor of DORS Central Office at 623 East Adams in Springfield, Illinois. Key features will include:

* computerized network access for statewide utilization
* bulletin board access
* accessibility features for persons with disabilities
* nation wide library access through computerized networks
* library with a computerized card catalog

The Resource Center anticipates being in limited operation by January 1991. Full operation of the Center is projected for early Spring. The Center will be open from 8:30-5:00 Monday through Friday.

Who can use the Resource Center?

The Resource Center will provide information on many aspects of dilatabilities and related fields of study. Utilization of the Resource Center is welcomed by:

* DORS & other State Agencies
* Community Organizations
* People with Disabilities
* Researchers
* Educators and students
* Legislators & their staff and their families

How can the Resource Center help me?

The Resource Center can provide information to be used in:

* Grant writing
* Researching specific topics
* Writing Speeches or presentations
* Program planning and development
* Issue and policy papers
* Staying current with events and issues throughout the nation

What will be included in the Resource Center collection?

The initial collection, which will evolve based on the needs of the patrons, will include:

* approximately 600 books with subjects in all areas including government documents, census information, demographics, general reference, management, computers, human services, and an emphasis in disabilities.
* nationwide association newsletters.
* over 150 periodicals giving access to state and national newspapers, popular news and technology magazines, and a wide range of publications in the disability field.

How can I find a specific document?

The Center's holdings will be accessible through a computerized catalog and circulation system. The circulation system will retrieve documents by title, author, subject, partial word or text search. This system will be accessible via modem for patrons from their personal computers. In addition to the Center's holdings, the library staff will have access to the collection of other libraries and organizations through an interlibrary loan network. This network provides access to other libraries throughout the country.

What if I need special information?

Resource Center patrons can request computerized information searches on specific topics. Through Dialog, a computerized information network, the Center's staff will have access to an extensive collection of bibliographies, directories, newswire services, technical reports and journal abstracts. These included over 200 million records contained in over 350 databases plug complete text of over 800 journals and newspapers.

How can people with disabilities access the information?

With the use of "access technology", persons with disabilities will have the capability to fully utilize library holdings. The access technology will combine with the computerized data and information system giving the following

* production of library documents in Braille text as well as graphics
* computer control through verbal commands, and printed materials vocalized by the computer.
* capability to magnify text from documents and computer screen.
* adaptive devices for computer operations.

The Resource Center will be wheelchair accessible with low shelving, adjusted table heights, and four foot aisles. For inquiry about the Resource Center, please contact Jan Perone the Resource Center Librarian at (217) 524-0706.
TDD: 217/524-0818; FAX: 217/524-0707; TOLL-FREE: 800-232-1097.

INDEPENDENT LIVING FACT SHEET

What is Independent Living?

Control over one ' s life based on the choice of acceptable options that minimize reliance on others in making decisions and in performing eve ry day activities. This includes managing one's own affairs, participating in day to day life in the community, fulfilling a range of social roles, and making decisions that lead to self determination and the decreasing of psychological or physical dependence upon others. Independence is a relative concept that may be defined personally by each individual.

Definition of Independent Living

- personal control over one's life;
- self-direction;
- freedom of choice;
- risk-taking;
- equal access; and
- significant participation in society.

What is a Center for Independent Living?

- community based, not-for-profit, non residential organization controlled and operated by persons with varying disabilities;
- agents for community change who advocate for environmental and communicative accessibility, empower people with disabilities to address community, state and national problems affecting people with disabilities and increase avenues for meaningful societal participation of people with disabilities;
- service and training centers;
- educators working to develop public awareness regarding issues of disability and the capabilities of persons with disabilities;
- employers of persons with disabilities;
- an organization which helps people with disabilities transition from institutional to community settings; and
- an organization whose core values include consumer sovereignty, self-reliance and political and economic rights.

CIL "Core" Services to Individuals

- advocacy (individual);
- peer counseling;
- independent living skills training; and
- information and referral.

Additional services provided are determined by the community of persons with disabilities the Center will serve. Examples include:

- personal assistant;
- communication services;
- education services;
- equipment services;
- legal and paralegal services;
- housing referral;
- other counseling;
- social and recreational services;
- vocational services; and
- transportation services.

CIL Community Services

* Technical assistance on accessibility (environmental and communicative);
* Speakers bureau, presentations, workshops;
* Community education to dispel myths about disability;
* Community advocacy;
* Public awareness of disability issues; and
* research and development.

Centers for Independent Living now exist in these communities:

Alton	Elgin	Peoria
Belleville	Joliet	Rockford
Bloomington	Kankakee	Rock Island
Carbondale	Lake County*	Springfield
Chicago	Mr. Vernon*	Sterling
DuPage County*	Oak Park	Urbana

*Opening Spring 1991

For more information contact the Department of Rehabilitation Services' Division of Independent Living at (217)782-9689.

Directory of
CENTERS FOR INDEPENDENT LIVING
(Center Locations by DORS Region)

1. Northwestern Illinois Center for Independent Living (NICIL)
   205 Second Avenue
   Sterling, Illinois 61081 (DORS Region III)
   Phone: (815)625-7860 Voice; (815)625-7863 TDD
   Executive Director: Dawn Durbin
   Deaf Services Coordinator: Dawn Durbin

2. Regional Access & Mobilization Project (RAMP)
   1040 N. Second Street
   Rockford, Illinois 61101 (DORS Region III)
   Phone: (815)968-7567 Voice & TDD
   Executive Director: Steve Attrill
   Deaf Services Coordinator: Kim Flemming

3. Fox River Valley Center for Independent Living (FRVCIL)
   730 B. West Chicago Street
   Elgin, Illinois 60123 (DORS Region III)
   Phone: (708)695-5818 Voice & TDD
   Acting Executive Director: Cindy Ciancio
   Deaf Services Coordinator: Pam Clohesey

4. Access Living of Metropolitan Chicago (AL)
   310 South Peoria, Room 201
   Chicago, Illinois 60607 (DORS Regions IV & V)
   Phone: (312)226-5900 Voice; (312)226-1687 TDD
   President: Marca Bristo
   Deaf Services Coordinator: Tom Benziger

5. Central Illinois Center for Independent Living (CICIL)
   4806 N. Sheridan Road
   Peoria, Illinois 61614 (DORS Region III)
   Phone: (309)682-3500 Voice; (309)682-3567 TDD
   Executive Director: William E. Fielding
   Deaf Services Coordinator: Sherri Rademacher

6. Living Independence for Everyone (LIFE)
   1328 E. Empire
   Bloomington, Illinois 61701 (DORS Region II)
   Phone: (309)663-5433 (V-TDD)
   Executive Director: Ann D'orongo
   Deaf Services Coordinator: Dorothy Callies

7. Persons Assuming Control of Their Environment (PACE)
Sunnycrest Mall
1717 Philo Road
Urbana, Illinois 61801 (DORS Region II)
Phone: (217)344-5433 Voice; (217)344-5024 TDD
Executive Director: Sue Johnson-Smith
Deaf Services Coordinator: Diane Johnson

8. Springfield Center for Independent Living (SCIL)
426 West Jefferson Street
Springfield, Illinois 62702 (DORS Region II)
Phone: (217)523-2587 Voice & TDD
Executive Director: Richard Blakley
Deaf Services Coordinator: Marion Dramin

9. IMPACT Center for Independent Living
2735 East Broadway
Alton, Illinois 62002 (DORS Region I)
Phone: (618)462-1411 Voice; (618)474-5308 TDD
Executive Director: Dick Goodwin
Deaf Services Specialist: Paul Kiel

10. Southern Illinois Center for Independent Living (SICIL)
780 East Grand Avenue
Carbondale, Illinois 62901
Phone: (618)457-3318 Voice & TDD (DORS Region I)
Executive Director: Robert Kilbury
Deaf Services Coordinator: Jodi Jones

11. Illinois-Iowa Center for Independent Living (IIILC)
P.O. Box 6156
Rock Island, Illinois 61204-6156 (DORS Region III)
Phone: (319)324-1460 Voice/TDD
Executive Director: Monique Anderson
Deaf Services Coordinator: Julie Jackson

12. Progress Center for Independent Living (PCIL)
320 W. Lake Street
Oak Park, Illinois 60302 (DORS Region IV & V)
Phone: (708)524-0600 Voice; (708)524-0690 TDD
Executive Director: Robin Jones
Deaf Services Coordinator: Mary Clark

13. Will-Grundy Center for Independent Living (WGCIL)
2415 A West Jefferson Street
Joliet, Illinois 60435 (DORS Region III)
Phone Number: (815)729-0162 Voice; (815)729-2085 TDD
Executive Director: Pam Heavens
Deaf Services Coordinator: Karen Grifford

14. Kankakee River Valley Options, Inc.
53 Meadowview Center
Kankakee, Illinois 60901 (DORS Region III)
Phone Number: (815)936-0100
Executive Director: Lenda Hunt

15. Living Independently Now Center for Independent Living, (LINC)
10 East Washington
Belleville, Illinois 62220 (DORS Region I)
Phone: (618)235-9988
Executive Director:
Deaf Services Coordinator: Paul Kiel

16. Opportunities for Access
3300 Broadway - Buld. #5
Mt. Vernon, Illinois 62864 (DORS Region I)
Phone: (618)244-9212 (Voice); (618)244-9575 (TDD)
Executive Director: Marcy Bietsch

17. DuPage County Center for Independent Living
400 E. 22nd, Street Suite G
Lombard, Illinois 60148 (DORS Region V)
Phone: (708)916-9666 (Voice & TDD)
Executive Director: Ann Ford

18. Lake County Center for Independent Living
706 E. Hawley
Mundelein, Illinois 60060 (DORS Region V)
Phone: (708)949-4440 (Voice & TDD)
Executive Director: Scott McDonald

Program Development

Clarke, A., et. al. (1990). *One on one: a guide for establishing mentor programs*. Washington, D.C.: U. S. Department of Education.

Clearinghouse on Adult Education and Literacy, Tammy Olinger, Education Program Specialist, 400 Maryland Avenue, S.W., Washington, DC 20202-7241, (202) 732-2396.

Education and Literacy, this clearinghouse links the adult education community with existing resources in adult education, and provides information which either deals directly with State-administered adult education programs funded under the Adult Education Act (P.L. 100 297), or can provide support to adult education activities. The Clearinghouse responds to requests for information, provides referral services, issues publications, functions as a "broker" of information services by referring inquiries to appropriate information sources. Publications available at no or little cost include the Adult Education Act and Regulations, fact sheets on adult education, directories on various programs and resources, a catalog of nationally validated adult education programs, literacy materials, papers on selected adult education subjects, the Bibliography of Resource Materials, and Special Answers for Special Needs (A Guide to Available 353 Resources). Areas of interest include adult secondary education, workplace literacy, corrections education, computer assisted instruction, adults with disabilities/special learning needs, English as a second language (ESL), family literacy, older persons, staff development, volunteers, homeless, adult education programs, and literacy programs.

Consortium on Employment Communication, CEC, Center for Career Studies, IE2-117 CSULB - 1250 Bellflower Boulevard, Long Beach, CA 90840-5501, (213) 985-4680.

CEC is designed to provide information, resources, materials, and staff development for individuals and agencies that deal with language minority adults. They are especially concerned with helping to link immigrants with the work place. Recently, they have placed special emphasis on issues and concerns related to education and services for amnesty applicants, adults who are becoming legal residents of the U.S. under the 1986 Immigration Reform and Control Act (IRCA). CEC also acts as a liaison between educational providers, state education agencies, and the IRCA and provide up-to-date information, materials, strategies for helping workers gain legal status, and concept papers that discuss the socio-political concerns that surround the educational requirements of IRCA, present information related to these issues at conferences, and provide staff development and teacher education workshops for various agencies.

Horseman, J. (1989). *Lifeline to literacy: people with disabilities speak out*. Ontario, CA: TV Ontario, The Ontario Educational Communications Authority.

Klevins, C. (1987). *Materials and methods in adult continuing education*. Los Angeles, CA: Klevins Publications, Inc.

Mayer, S. (1985). *Guidelines for effective literacy programs*. Minneapolis, MN: Rainbow Research, Inc., (Produced under the auspices of B. Dalton Bookseller and National Literacy Initiatives.)

Odell, T. C. (1990). Literacy: a tool for independence. *Entourage*, G. Allan Rocher Institute, Autumn.

Humor

Larson, G. (1984). *The far side gallery* . Kansas City, MO: Adrews, McMeel & Parker.